Greetings and Wishes for the New Year

Like the French who take the opportunity to extend the New Year's greeting throughout the month of January, let me do the same. I wish good health, joy, and well-being to our members. For our profession, I wish foreign language classes with robust enrollment and dynamic curricula with connections to the world and other disciplines. At the same time, I would like to see an acceleration of efforts to make articulation of the K-16 sequence a reality.

Curriculum for our French classes tends to be an amalgam of what has been traditionally taught and what is current in the profession, whether it be literature, society, or linguistics. Certain grammatical concepts, the past tense and the subjunctive, are consistently part of our curriculum, and that is a good thing. What changes is the innovative approach that the instructor takes and the creative ways, frequently involving technology, that tap into the learning styles and interests of our students. At the same time, I would like to encourage a perspective that incorporates the teachable moments and connects to other disciplines. Sometimes many of these components converge to provide a rich and meaningful experience for students and teachers alike.

Lesson Plans and the Teachable Moment

My communication is being drafted at the same time as the riots beginning in the Paris suburbs have spread to cities throughout France and to other European countries. Ironically, these events are unfolding simultaneously as students in one of my courses are viewing Mathieu Kassovitz's film, La Haine, reading pre-selected articles relating to la banlieue and la cité, and creating PowerPoint presentations on popular music by young musicians with varied political agendas. When news of the situation in France became front page headlines, all of the professors for this course immediately engaged students in consulting news articles and video and photographic sequences on such sites as Le Monde, Le Figaro, and TV5.

This correlation of assignments to current events has led to interesting discussions from an international perspective on a side of France that usually escapes the gaze of American tourists and has forced students to look at the problems faced by immigrants, by minority and marginalized residents and citizens, and by society as a whole. Our own history of riots in the 1960s through the 1990s, for instance, and the impact of the devastation caused by Hurricanes Katrina, Rita, and Willa provide other examples of the human condition being tested and make us reflect on society's challenges and possible solutions. While these ties may seem obvious, they are also a reminder that French is all around us, but that we must first make the connections before our students can.

The Seamless K-16 Curriculum Challenge

Establishing connections for our students should not stop with our own classroom. As a profession, we need to direct our energy toward making the K-16 sequence for our students a more seamless course of study. Teachers in individual school districts strive to coordinate programs of study from elementary, middle school, to high school because of necessity. Sequential courses are developed depending upon the knowledge and skills of students entering their programs. While some coordination of programs may occur, it is undoubtedly not as frequent or as continuous as teachers might wish.

The geographic proximity that helps to facilitate these discussions at the K-12 level is less likely to exist for the sequence 12 through 16, for students matriculate from multiple high schools, located in a variety of geographic settings. While more discussions among high school and collegiate teachers could occur locally, does this really happen? Some laudable outreach from collegiate faculty to K-12 faculty certainly occurs, but do these encounters truly focus on bridging the gap that students face when they move from one learning environment to the next? This divide is certainly one that can and should be addressed locally, but it is also one that could benefit from being placed on a national agenda. Our AATF national conference in Milwaukee from July 5-8, 2005, provides an opportunity for this discussion to continue. In addition to bridging the gap, should we not also talk about the paths that our K-16 programs already offer or might offer students as they prepare for academic studies and careers as well as leisure time and lifelong learning experiences?

Update on the 2006 AATF Conference in Milwaukee

In addition to providing a forum for discussing issues affecting the profession, the 2006 AATF national conference will highlight cinema and society and include ses-
providing donations and materials appears on the AATF Web site. Thank you to those whose contributions this fall to the AATF Fund for the Future are now helping colleagues to rebuild their French programs.

Bonne année!

Margot M. Steinhart
President
E-mail: [m.steinhart@sbcglobal.net]

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**FREE NATIONAL FRENCH CONTEST ENROLLMENTS**

Le Grand Concours will offer first-time AATF members 10 free student enrollments (10 test booklets and 1 CD of the level of their choice—a $19.50 value). In addition, an AATF member who recruits a new member will receive 5 FREE TEST BOOKLETS.

A member who takes advantage of AATF’s 3-for-1 membership promotion and recruits three new AATF members will be eligible to receive 15 free test booklets for the 2006 Concours AND will have their AATF membership paid for one year—a value of $65.25!

Visit the Concours Web site [www.frenchteachers.org/concours] to download a special membership application to recruit new teachers or contact your Chapter Coordinator, Administrator or AATF National Headquarters.

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**PEN PAL BUREAU & PLACEMENT 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 $1/name. Group correspondence is available for $9/class. We will provide you with names, and your students initiate the correspondence.

The AATF also offers its members a Placement Bureau service. We publish a monthly job list of positions in French at the university level. Although the labor involved in coordinating a job list for K-12 positions is prohibitive, we do occasionally get calls from schools looking for K-12 teachers. These announcements are directed to the Babillard on the AATF Web site [www.frenchteachers.org]. We also offer a dossier service which is available to teachers at all levels who want a secure place to maintain their complete placement file.

AATF membership is required to use both of these services. For more information on either of these services, contact AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; Fax: (618) 453-5733.

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Volume 31 Number 3  AATF NATIONAL BULLETIN January 2006

Editor: Jane Black Goepper, Cincinnati, Ohio

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Postmaster: Send address changes to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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

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

Cher Collègues,

Depuis mon dernier message au mois de novembre, il s’est passé beaucoup de choses. D’abord j’ai passé presque tout le mois de novembre en voyage. Cela a entraîné bien sûr du retard dans le reste de mon travail, mais tout rentrera bientôt dans l’ordre.

Je suis allée au début du mois d’octobre à Liège pour une première visite de repérage des lieux pour le congrès de l’AATF en 2008 qui aura lieu dans cette ville historique. Les représentants de la province, de la ville et de l’université que j’ai rencontrés avaient tous l’air ravis d’entendre parler de notre venue. Je tiens à remercier Eliane Laveque, représentante de la Communauté française de Belgique en Louisiane, de tout ce qu’elle a fait pour faciliter les rencontres avec les personnes susceptibles de nous aider dans l’organisation du congrès. La ville est facile d’accès par avion et par train à partir de Paris ou de Bruxelles. En fait, ils sont en train de construire une nouvelle gare magnifique. Le centre-ville où aura lieu le congrès est charmant, plein de rue piétonnes, de monuments, d’églises et d’histoire à tous coins de rue.

Le soir du 7 novembre, je me trouvais à Paris et j’ai eu, en compagnie de Chantal Manès et de son mari, une expérience inoubliable. Ce soir-là a été organisée au Palais des Congrès à la Porte Maillot une soirée musicale en faveur des musiciens sinistrés de la Nouvelle Orléans. Elle a été organisée par notre ami le chanteur cadien Zachary Richard et par Francis Cabrel. Devant une salle comble, les artistes ont joué pendant plus de trois heures d’affilé sans entr’acte. En plus des deux que je viens de mentionner, nous avons pu écouter entre autres Véronique Sanson, Alain Souchon et Garou. Tous les bénéfices de ce concert ont été versé intégralement au profit des musiciens de la Nouvelle Orléans par le biais de l’organisation Solidarité Louisiane. Ce soir-là a été un événement de choix pour les francophiles, ceux qui l’étaient déjà et ceux qui le sont devenus suite à la visite.

Nos familles et amis n’arrêtaient pas de nous poser des questions sur les événements dans les banlieues chaudes et éventuellement un peu partout en France. Il faut dire, comme je l’avais prédit à ceux qui s’en inquiétaient, que nous n’avons rien vu. Quoique les malfaiteurs se soient donnés à un vandalisme sans précédent, ils avaient pour cible les voitures et les bâtiments publics et non les personnes. Dans le centre de Paris, nous nous sommes sentis en parfaite sécurité et n’avons remarqué qu’une présence renforcée des forces de l’ordre près des grands monuments. Malgré ce qu’ont pu dire les journaux américains et européens, les difficultés ont été limitées à des quartiers difficiles.

Cette année nous avons un nombre exceptionnel de bourses pour la formation continue des membres de l’AATF dans des pays francophones. Vous trouverez les renseignements à la page 33. Je voudrais encourager tous les membres de penser à poser leur candidature pour une de ces bourses. Pour l’été 2006, nous avons les possibilités suivantes: 10 bourses pour un programme à l’Alliance française de Paris offertes par le Service culturel de l’Ambassade de France, 2 bourses pour l’Université de Liège offertes par la Communauté française de Belgique, 5 bourses pour le Québec offertes par le Ministère des Relations internationales du Québec, une bourse pour l’Université de Montréal, l’Université Laval, l’Université du Québec à Chicoutimi et 2 bourses offertes par l’Université de Montréal, l’Université Laval, l’Université du Québec à Chicoutimi et l’Université McGill et 2 bourses offertes par Jumpstreet Tours suite à notre congrès l’été dernier à Québec. Ces bourses permettront à 24 membres de l’AATF de perfectionner leur français et de plonger dans un bain francophone pendant l’été.

N’oubliez pas tous les documents promotionnels que nous produisons. L’AATF a développé sept dépliants qui touchent différents aspects de l’étude du français–son utilité, ses possibilités professionnelles, l’importance de commencer tôt ou sa parenté avec l’anglais. Ces dépliants sont disponibles pour une somme modique qui représente à peu près la moitié de ce que cela coûte à l’association de les imprimer et expédier. Nous en distribuons environ 70.000 par an.

Pour ceux d’entre vous qui ont besoin de défendre le français contre des attaques extérieures, qu’elles soient politiques ou budgétaires, ou tout simplement contre l’indifférence, je vous signale les sites Web extrêmement utiles développés par les différents chapitres de l’AATF avec l’aide du Vice-président “Tennessee Bob” Peckham et pour lesquels vous trouverez des liens sur l’Advocacy Depot sur le site de l’AATF à [www.frenchteachers.org].


Finalement nous remercions très sincèrement tous les gens qui ont contribué au Katrina Fund que nous avons créé afin d’aider les membres de l’AATF victimes de l’ouragan. Jusqu’à présent, nous n’avons eu des nouvelles que d’une poignée des 86 membres qui se trouvaient dans la zone sinistrée. Si vous êtes en contact avec ces professeurs, encouragez-les à nous contacter.

Jayne Abrate
Secrétaire générale
[abratenwsiu.edu]

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2006 National French Contest

Dates

Elementary School: February 21 - 28

Middle/High School: March 1 - 25

Vol. 31, No. 3 (January 2006)
REGION V: SOUTHEAST

This fall, several chapters of the southeast reported on the AATF convention in Quebec City and on their respective regional AATF meetings. They all emphasized efforts to publicize and promote French. The creation of festivals was particularly noticeable. A wide variety of activities ranging from recitations, theater and musical performances, excursions, meals, exhibits, contests like talent shows, lip synch, skits, spelling bees, and treasure hunts were cited. All denoted a real enthusiasm to keep students interested.

We all had a very active National French Week in the region as well as a large number of activities that took place within the wider scope of the Year of Languages. So what about a Century of Languages? In any case, both were celebrated with additional events, lectures, and even some official ceremonies.

Teachers reported enthusiastically on student trips to France and other Francoophone regions.

The Concours Pédagogique 2006 and a poster contest were announced in North Carolina.

Grand Concours and FLES results were given and nationally-ranked winners and teachers were recognized and duly honored.

I would like to thank the many dedicated teachers involved in all these outstanding regional activities.

Danielle Raquidell
Region V Representative

REGION VI: EAST CENTRAL

The Chapters of Region VI report some exciting successes over the past year as well as ongoing challenges. They have organized activities for members such as the Detroit Chapter’s trip to Monroe, Michigan, to learn about the area’s French heritage; the Northwest Indiana Chapter’s monthly soirées d’immersion in members’ homes; or the Ohio Chapter’s immersion weekend planned for November. Chapters also strive to keep their members informed about French-related activities that are sponsored by other organizations, such as the Compagnie Claude Beauclair’s November visit to Calvin College in Michigan or the Detroit Institute of Arts’ exhibit on Rodin and Camille Claudel.

Communication is a key theme in keeping the chapters of Region VI vital. Several Chapters have just put in place e-mail member lists with which they will be able to keep in closer touch. The Indiana and Northwest Indiana Chapters benefit from the listserv maintained by Kristin Hoyt, the Indiana State Department of Education’s Coordinator for World Languages and International Education. Chapter Web sites are also being implemented and updated, notably in Kentucky, Ohio, and Northwest Indiana.

Asked about new chapter initiatives, Ohio Chapter President Rita Stromepl described the one-on-one contact that led to a sharp increase in the number of FLES students enrolled in the Grand Concours; this year, a 60% increase was recorded over 2004. The Detroit Chapter is working on attaching Continuing Education Units to its annual (more than 20 years) immersion weekend experience.

Success often came when chapters were able to work in concert with other organizations. State language association meetings provided a venue for most chapters to have one of their two yearly meetings, and the Central States Conference in Ohio (March 2005) was the occasion for several well-attended events, organized by the Ohio AATF Chapter, targeting French teachers, especially a wine-tasting led by Region II Representative Jean-Pierre Berwald. At the Kentucky World Language Association meeting, AATF members sported large AATF buttons that increased visibility in a very literal way. In West Virginia, the AATF supported the Foreign Language Festival, sponsored by Pocahontas Fairs and Festivals, featuring middle and high-school competitions at Pocahontas County High and Marlinton Middle Schools.

AATF chapters regularly offer opportunities for our students as well. The Grand Concours is the largest of these, and each chapter is proud to say that it had winners at the national level. In addition, the Indiana Chapter sponsors a contest day for French students; the Kentucky Chapter members and their students participate in a similar contest day; in Northwest Indiana, the Chapter co-sponsored a French Honors Day with Valparaiso University; and in West Virginia, Wheeling Central Catholic High School celebrated an evening of Foiles françaises. Many other activities were also organized or co-sponsored by the chapters for the benefit of their students.

Chapters report that they continue their efforts to recruit new members and would particularly appreciate ideas concerning the recruitment of new teachers into the AATF. The new national initiatives, the mentoring project and the advocacy project, are being developed; the key seems to be to have a member who is willing to step up for a new challenge, as has been the case for the Ohio Chapter (Sarah Shackleford as advocacy representative), the Detroit Chapter (Marge Mandl as advocacy representative) and the Kentucky Chapter (Sister Mary Carol Henggeler is heading up a newly-formed mentoring committee and Brian Arganbright has taken on the advocacy position). The Kentucky Chapter plans to focus on advocacy at its spring meeting.

Congratulations go to several Michigan and Detroit Chapter members who have been honored by the Michigan World Language Association: in 2005, Marge Mandl, Utica Community Schools, was awarded the Barbara Ort Smith Award, the highest honor a foreign language professional in the state of Michigan can receive. (Sandy Dugan, President of the Michigan AATF Chapter, was the 2004 recipient of this award.) Also in fall 2005, Genevieve Peden of Eastern Michigan University received the Georges Joyaux Award from the MIWLA. Nationally, Kentucky Chapter member Mimi Hagedorn was honored with the ISE Global Exchange Award at the July AATF convention.

Region VI Chapters have unfortunately seen the disappearance of some French programs from their schools, but there is heartening news as well. The Kentucky State Board of Education is considering inclusion of world languages as part of the assessment formula for schools. AATF members and others have been writing letters to Board members in support of this initiative. The state of Indiana has recently signed an agreement with the region of Alsace which will result in programs for teacher exchange, among other projects, and the two state AATF Chapters hope to benefit from this initiative.

In my first year as Regional Representative, I have been honored to travel to several chapter meetings to see the hard work of chapter leaders and members. I want to congratulate them and thank them for their professional and personal dedication.

Randa Duivick
Region VI Representative

Promotional Materials
Looking for materials to attract students, promote French, and enliven your classes?
Check out the
• AATF Materials Center (p. 38)
• Promotional Flyers (p. 44)
• Promotional Materials (p. 48)
• Promotional Kit (p. 46)
AATF SEEKING NOMINATIONS FOR VICE PRESIDENT

The Nominating Committee is asking all AATF members to send nominations for the position of AATF Vice-President to the Nominating Committee Chair.

According to the constitution, the duties of AATF Vice-Presidents are as follow: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

To serve and assist at the discretion of the President:

- by attending executive council meetings;
- by attending the full annual conference of the AATF;
- through excellent communication skills;
- through designated areas of focus germane to the concerns of the AATF;
- To support and promote the mission of the AATF (www.frenchteachers.org/hq/aatfmiss.htm);
- To facilitate program development by supporting permanent concerns of the AATF:
  - promotion and advocacy;
  - recruitment;
  - leadership development.
Additional areas of focus could include, but are not limited to:
- development of materials centers;
- development of resource packets;
- development of web sites;
- inter-commission liaison;
- grants and scholarships;
- workshops and other presentations;
- support of commission projects as needed;
- correspondence with allies (local politicians, PTO, business executives, etc.);

To initiate one or more special projects based on individual's area of interest and expertise as it meets with the AATF's mission and focus.

To submit an annual written progress report to the President.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the Chapter level as well as in their region or even on the national level and should possess leadership qualities.

The term of office of the Vice-President and the President-Elect begins on January 1. The Vice-President is "limited to two consecutive terms of three years or one term if over a year has been served just previously in filling a vacancy."

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position that will be vacant as of December 31, 2006. The term of office will begin on January 1, 2007 and run for three years, renewable for another three years.

The committee will present a slate of two candidates and an alternate for this position to the Executive Council for its consideration at the Annual Meeting in Quebec City in July. In addition, we would ask you to encourage chapter presidents and other colleagues to submit nominations. Feel free to share this communication with all members.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2006. The CV should stress the work of the person with AATF as well as other language-related organizations. It shall be limited to no more than five (5) typewritten pages in length. If additional information is required, the committee will request it. While publications and career paths are important they should not be the primary focus of the CV.

Send your nominations to and address any questions: Barbara Ransford, Nominating Committee Chair, Camden Fairview High School, 1750 Cash Road, Camden, AR 71701; E-mail: [bpransford@hotmail.com] no later than March 1, 2006.

R. H. ROBINS PRIZE OF THE PHILOLOGICAL SOCIETY

The Fourth R.H. Robins prize of the Philological Society is for an article written by a student on a topic within the Society’s interests as illustrated in Transactions of the Philological Society (TPhS). Closing date for entries: 1 November 2006.

The winner will receive a cash prize. Additionally, a suitably revised version of the prize-winning article will be accepted for publication in TPhS. Non-prize-winning articles of publishable quality may also be accepted for publication.

Submissions should be written in English. They should not exceed 10,000 words in length. The article should follow the style sheet of TPhS. A copy of the style sheet, together with full details of the competition rules, can be found on the Society’s web site at [www.philsoc.org.uk/prize.asp].

Entries should be addressed to President of the Philological Society, Professor N. Sims-Williams, School of Oriental and African Studies, Thornhaugh Street, London WC1H 0XG, United Kingdom.

The winner will be announced at the Society’s Annual General Meeting in May 2007, and the prize will be awarded when the final version of the article is published in the TPhS. It is expected that the prize-winning article will appear in Transactions Vol. 106. The Council’s judgement is final.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2006. The CV should stress the work of the person with AATF as well as other language-related organizations. It shall be limited to no more than five (5) typewritten pages in length. If additional information is required, the committee will request it. While publications and career paths are important they should not be the primary focus of the CV.

Send your nominations to and address any questions: Barbara Ransford, Nominating Committee Chair, Camden Fairview High School, 1750 Cash Road, Camden, AR 71701; E-mail: [bpransford@hotmail.com] no later than March 1, 2006.

2006 ELECTION RESULTS

President-Elect: Marie-Christine Koop (TX)
Vice-President: William Thompson (TN)
Region II: Jean-Pierre Berwald (MA)
Region VII: Gregg Siewert (MO)
Region IX: Anne Jensen (CA)

We would like to thank the following members and to welcome them to the Executive Council, four of whom are new to the Council. The President-Elect was elected to a five-year term as President-Elect (2006), President (2007-2009), and Past-President (2010). The other winners were all elected to three-year terms beginning January 1, 2006. We are pleased to hear that the outgoing Vice-President Brenda Benzin and outgoing Regional Reps Ann Sunderland and Suzanne Hendrickson, who have finished their terms, and to Steven Daniell, Mary Moermond, and Mary Anne O’Neill for having agreed to run for office.

Jayne Abrate, Executive Director
MILWAUKEE?
JE CROIS QUE OUI!

Don’t miss the 2006 AATF Convention to be held in this up-and-coming city, founded by the French in 1818 on the shores of beautiful Lake Michigan. Milwaukee’s central location, easy accessibility, pleasant summer climate, and rich array of attractions make it a perfect July destination.

MILWAUKEE,
LE DERNIER CRI:

Santiago Calatrava’s stunning and award-winning addition to the Milwaukee Art Museum is but one of many innovations that have contributed to “le renouveau de Milwaukee autour d’une vie culturelle bien plus riche et diversifiée” as praised in a recent article in Le Monde (11/3/04). French is alive and well in this city, as evidenced by a large Francophile community, a successful French Immersion School, and a dynamic chapter of the Alliance française that has just been chosen to serve as the organization’s national headquarters.

MILWAUKEE,
POUR LA FAMILLE:

Consider combining a family vacation with the convention. In addition to fun lakefront activities (e.g., beaches, boating, kite-flying, the Betty Brinn children’s museum, non-stop music festivals, etc...), Milwaukee boasts a new major league baseball stadium, Harley-Davidson tours, an award-winning zoo, an IMAX theater, miles of bike trails, top-notch golf courses, fine cuisine, and so much more, including a long-standing reputation for warm hospitality (and, bien sûr, cold beer!):

NOUS SERONS TOUS BIEN ACCUEILLIS
EN 2006 À MILWAUKEE!

What's New in the
French Review?

Vol. 79, No. 3 (February 2006)

Articles include the titles below and more:

• “Suzanne Césaire and the Forging of a New Caribbean Literature” (Rabbitt)
• “Violence and Piety in Jean-Pierre Camus’s Histoires tragiques” (Shoemaker)
• “Chilling Childhoods in Quebec: Léolo and L’Avalée” (Browning)
• “Initiation truffaldienne à la lecture” (St. Ours)
• “War, Parody, and Historical Memory in Jean-Jacques Annaud’s Black and White in Color” (Kline)

And don’t forget the many fine reviews and “La Vie des mots.”

CORRIGÉ DES EXERCICES
Les activités se trouvent à la page 28
I. 1. quolibets; 2. est persona non grata; 3. a atteint le quorum; 4. sine die; 5. medius; 6. quid du; 7. comme un pensum; 8. grosso modo; 9. l’occupit; 10. manu militari
II. 1. le mien; 2. les deux nôtres; 3. les tiennes; 4. la leur; 5. la vôtre
III. 1. Son infarctus lui fut ultra douloureux.
2. Ce politicien était furax que cette salve d’applaudissements ne d’adressât pas à lui.
3. L’éditeur fit son mea culpa car il avait oublié d’imprimer ces addenda à la fin du livre
4. Les habitants de cette ville allèrent au travail pedibus cum jambis et à vélo pendant la grève des bus.
5. Ce boucher s’est coupé l’index et le
6. Le syndic a-t-il démissionné?

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 27 for information concerning the 3-for-1 offer for a year’s free membership.

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the Société Honoraire de Français offers several benefits to a secondary French program. 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 blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. 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. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events.

Information is available from H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 44347, Lafayette, LA 70504-4347, E-mail: [htk0718@louisiana.edu] or from the AATF Web site at [http://www.frenchteachers.org].

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The Société honoraire de français now has information up on the Web site at [www.frenchteachers.org]. Click on National Headquarters, and you will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies.

We hope this will facilitate your communication with Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, 500 Monteigne Drive, Lafayette, LA 70506-6308; E-mail: [htknox@juno.com]. If you do not currently have a chapter of the Société Honoraire at your school, start one this year!

PLAN NOW TO CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 2-8, 2006
RESULTS OF 2004 AATF SURVEY ON NATIONAL STANDARDS

We included a questionnaire on National Standards on the 2004 dues renewal notice. The results of the survey provide valuable information on the way AATF members use standards in the classroom. We have tallied responses from 3136 members out of 9202 invoices sent for a response rate of 34%.

The responses reflect the demographics of the AATF membership. 86% of the respondents were women and 13% were men (the others did not indicate their gender). 62% of the respondents teach in public schools, 22% in private schools, and the remaining 16% in a combination of the two or did not respond. Those who responded to the question had spent an average of 20.5 years in the teaching profession. Table 1 shows the teaching level breakdown which again reflects the overall membership distribution (many respondents indicated multiple teaching levels). The 890 individuals who responded to the question indicated that they taught an average of 110 students per year. All U.S. states were represented in the survey.

Table 2 shows the familiarity of the respondents with the National Standards document, Standards for Foreign Language Learning in the 21st Century. Fully 73% of those who answered the question know something about the standards. It should be noted that members who are not familiar with the standards were probably less likely to respond to the questionnaire at all. Only 7% apparently have no knowledge of them.

Respondents were asked to complete a different series of questions depending on whether they taught at the K-12 level or in higher education. Nearly all respondents, regardless of level, indicate that their state has standards for foreign languages, and 61% of the teachers who said so indicated that they use them. At the elementary and secondary school level, 60% of respondents said they use the National Standards in their school, and 62% have attended a seminar, conference session, or workshop on using standards in the classroom.

As a correlation to performance standards for evaluating foreign languages, those surveyed were asked whether or not the curriculum they used was performance based. 67% of elementary and secondary school respondents affirmed they do. However, 69% indicated that performance-based assessments were used. It should be noted that an important percentage of respondents answered these questions negatively. 30% of those who answered do not use standards in their schools, 33% have never attended a seminar, workshop, or conference on standards, and 23% do not follow a performance-based curriculum.

We also asked questions about National Board Certification in languages. 65% of those who responded were aware of National Board Certification, although only 16% indicated an intention to seek it. Currently, 113 AATF members have received National Board Certification in World Languages.) 11% of respondents indicated that their schools participate in the NAEP assessments. (Note: a NAEP assessment in languages was in preparation, but its administration has been postponed indefinitely.)

The questions directed to respondents at the post-secondary level dealt with their use of standards but also their involvement with teacher training. About 50% of those who responded indicated that they teach at least some standards-based courses, and 74% said that at least some standards-based assessments are used at their institutions. 262 of the 656 post-secondary respondents (40%) noted that they were involved in teacher training. 34% stated that students learn about the National Standards, although only 9% noted that students were required to have a copy. 37% of post-secondary respondents indicated that their institutions participate in NCATE accreditation, and 30% said their institutions were planning to seek NCATE accreditation in foreign languages which is now offered.

This survey is an unscientific look at how our members use standards in their classrooms and schools. It provides a snapshot of what is happening in classrooms across the country. Since it is voluntary, we must assume that members who are more interested in the issue have a greater tendency to respond, while the reverse is true of those who do not. We also do not verify multiple responses from teachers at the same school, for example. Even though all these results have to be regarded with multiple caveats, they still provide useful insights. Our thanks to all who took the time to respond to the survey.
NEW! “LA VIE DES MOTS” COLLECTION

Available December 1, 2005. We have collected five years worth of original “La Vie des Mots” texts, the accompanying “Mots chassés” from the National Bulletin as well as the Corrigés in one volume. $15 each or $12 each for orders of more than 5 copies.

\[ \text{________ “La Vie des Mots” x $15} = \text{Total enclosed __________} \]

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NEW CD AVAILABLE

TEACHING BUSINESS FRENCH: TEXTBOOKS, REFERENCE TOOLS, AND PEDAGOGICAL AIDS

The AATF now has available a CD developed by Will Thompson with input from the AATF Commission for Business and International Trade which provides information for those wishing to start a Business French course or improve an existing program.

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**CHAPTER NEWS**

**Detroit Chapter**
- Our September tour included the Monroe Historical Museum and the Navarre-Anderson Trading Post. [www.co.monroe.mi.us/museum], guided by Ralph Naveaux, AATF member and director of the museum.
- Each October guided lantern tours are held on two weekends around the trading post site, depicting a year in Monroe's history. Many live scenarios deal with the French who inhabited this area. *On parle souvent le français.*
- The Detroit Chapter enjoyed its 22nd immersion weekend with the theme of Alsace/Lorraine and attended by some 30+ members, including Region VI Representative Randa Duvick. Activities included les boules, dances from Quebec, la bastingue, a CD of Quebec songs (compiled by Thuan Than), materials, and a film (*Être et avoir*).

Submitted by Cass Gorkiewicz
Chapter President

**Iowa Chapter**
- Money was approved for the video/DVD lending library administered by Patricia Westphal of Central College. Patricia has been operating this wonderful opportunity for years by overseeing the mailing of French movies to members. We thank Pat for her countless of hours of work in maintaining her databases and bringing these movies to our doorstep! Money was also granted to the Grand Concours Administrator to help cover the expense of awards.
- Ann Lair will again organize a Tête-à-Tête to be held in the spring at the University of Northern Iowa. Last year, French teachers and student teachers were treated to pedagogical presentations by Deirdre Bucher Heistad and Anne Lair. There was also a sharing session where teachers presented their favorite ideas for others to borrow. The UNI College of Humanities and Fine Arts sponsored a luncheon.
- Cathy Stone reported on her experiences at the AATF Convention in Quebec. She found this to be a inspiring and professionally enriching and urged members to attend a national conference. The next AATF convention will be held in Milwaukee, July 5-8, 2006.
- The Iowa Chapter of the AATF will meet again in the spring on the UNI campus.

Submitted by Sherri Condon
Chapter President

**Minnesota Chapter**
- The 2005 Grand Concours, coordinated by Mary-Ellen Weller, had over 1500 participants. MN FLES students continue to be very successful with 34 National Winners.
- We are pleased to welcome a new President: Laurent Déchery from Gustavus Adolphus College. Laurent Déchery's most recent publication: "Autour de Mona dans Sans toit ni loi d'Agnès Varda" appears in the October issue of The French Review.
- Chapter members met with members of the board to share ideas for La Semaine du Français and for future workshops. Ideas for La Semaine du Français ranged from food-tasting and decorations around school to student posters and presentations on French individuals, trivia for students, staff/faculty.
- The 2005 Cercle de Lecture is exploring the works of Belgian author Amélie Nothomb: *Métaphysique des tubes*, *Mercure, Antéchrista*, *Cosmétique de l'ennemi*, *Hygiène de l'assassin*. The Cercle de Lecture meets four times a year. French teachers with fewer than three years of teaching can get the cost of books reimbursed thanks to the Chapter's healthy budget.
- Our Chapter Web site, coordinated by Advocacy Representative Mary Lou Wolsey, includes a wealth of addresses for French-related cultural entities in Minnesota and in the Midwest and valuable information on the AATF advocacy project. Our Web site coordinator added new links to find resources for their teaching of French language and Francophone cultures as well as bibliographic and teaching resources shared by presenters at our fall workshop on Francophone Africa.
- The fall workshop featured two speakers from Senegal, one from Cameroon and one from Mauritania who talked about their countries and shared pedagogical activities using music, film and literature. The workshop, organized by Vice-President Patricia Mougel, ended with a round table on past and current influences of France on the political, educational and cultural systems of these Francophone countries.

**Susquehanna Chapter (PA)**
- In September, the Chapter participated with Millersville University in a musical soirée with Trouz Bras, a Celtic Breton band.
- In October, members enjoyed a presentation of French Canadian literature from 1968 until the present by Renee Zartman.
- A discussion of the book, *Le Gone du Chaâba*, and viewing of the film was held in February.
- The Chapter held a petit déjeuner français, followed by the distribution of National Contest Awards in May.

Nancy Smekal
Chapter President

Vol. 31, No. 3 (January 2006)
ATTENTION ALL AATF MEMBERS!

We are currently launching a campaign to promote *The French Review*. You may not realize it, but your own school library may not have *The French Review* on the shelves for your students. As you know, it can be beneficial to students as a research tool. With many articles in English, it is also useful in other fields, such as Cinema, Sociology, History, and Comparative Literature. If you have any doubts that your library has a subscription, please fill out the form below and drop it in campus mail for your librarian. *The French Review* generates funds for the AATF and also supports our organization and the cause promoting French.

**Please detach and submit to librarian.**

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8. Wonderful ideas for summer reading.
9. It’s just one of the many benefits of AATF membership.
10. *C’est une affaire!*

Prepared by Sharon Shelly
Managing Editor
College of Wooster (OH)
[sshelly@wooster.edu]

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**MARK YOUR CALENDAR! JOIN US IN MILWAUKEE IN 2006!**

Attend the 79th annual AATF convention.

Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.
A group of ten American school administrators with responsibilities for foreign language programs arrived in Paris on November 8, 2005 as part of the French Embassy/Washington Post/AATF Fellowship Program. Participants included Cara Churchich-Riggs, Principal, Beveridge Magnet School for Arts and Global Studies, Omaha, NE (nominated by AATF member Emily Kaminski); Susan Flora, Principal, Cesar Chavez Public Charter School for Public Policy (DC); Fletcher James III, Principal, Central High School, Prince Georges County, MD; Thomas Leonard, Principal and Assistant Superintendent of Secondary Education, Barrington, IL (nominated by AATF member Judy Mascolino); Joyce Morgan Young, Assistant Superintendent, Auburn Schools, AL (nominated by AATF member Samia Spencer); Kirsten Rhodes, Director of Montgomery County, MD Council of PTAs FLES Programs; Sally Schwartz, principal of Montgomery County, MD Council of PTAs FLES Programs; Emily Kaminski); Susan Flora, Principal, Beveridge Magnet School for Arts and Global Studies, Omaha, NE (nominated by AATF member Judy Mascolino); Joyce Morgan Young, Assistant Superintendent, Auburn Schools, AL (nominated by AATF member Samia Spencer); Kirsten Rhodes, Director of PTAs FLES Programs; Sally Schwartz, Director of International Programs for Washington, DC Schools; Amy Ternois, ESL & Foreign Language Coordinator, Fauquier County Public Schools, VA; Frank Vetter, Principal, Frederick County Public Schools, VA; John Wollersheim, Acting Principal, Rosemount High School, MN (nominated by AATF member LaRae Ellingson). The group was accompanied by Carrie Morse of the Washington Post. Although none of us knew it, we were in for a whirlwind eight days of meetings, school visits, cultural activities, and, because this was France, fine dining.

The first group arrived at 6:30 a.m., and by 11:00 a.m. everyone was there. I met them in the lobby of the Sofitel Rive Gauche. Since rooms would not be ready until mid-afternoon, piles of luggage were checked, and we headed for the FIAP Jean Monnet, a block away, where we had coffee and croissants and discussed the program itinerary with Michel Girardin, AATF Honorary Member, Assistant Director of the FIAP, and Coordinator of the Paris portion of the visit. Before lunch at the FIAP, we went on a brief walking tour of nearby shopping, banks, and other facilities.

After a superb lunch and after checking into our rooms at the Sofitel, I suggested an outing to Notre Dame in an effort to keep everyone awake. Since it was sunny, we also wanted to take advantage of the good weather in case there was rain later on. Although the air was brisk, we enjoyed strolling through the cathedral, spending time people watching on the parvis, and browsing through the stands of the nearby bouquinistes.

In the evening, we were guests of the FIAP at a Breton-themed evening with traditional music and typical dishes accompanied by cider. Also present were groups of American, German, and Swedish students. The administrators got their first taste of multilingual Europe as one after another my German and Swedish colleagues and I translated Michel’s French remarks into our respective languages. When at last, the group could no longer keep their eyes open, we returned to the hotel for a good night’s sleep before our round of visits.

On Wednesday, we began our initiation into the French educational system with a visit to the Ministère des Affaires étrangères where we were received by Sophie Lowy, Sous-directrice du français, and her colleagues, Carine Remik-Adim and Irène Kirsch, Chef de bureau des nouveaux publics pour le français. After clearing security, we were joined by Chantal Manès, formerly at the French Embassy in Washington, now Inspectrice d’anglais in the Académie d’Amiens and AATF Honorary member, who accompanied us for a two-hour meeting with this team whose responsibilities include overseeing language policy for French abroad. We returned to the FIAP for lunch before proceeding in the afternoon to the Ministère de l’Éducation. Marc Rolland, Sous-direction des Affaires internationales, Bureau Américaine, and Frédéric Bellido provided an overview of the French educational system and, specifically, the importance accorded to the teaching of foreign languages from the primary level on.

On Thursday, our driver Christian and the bus were waiting to take us on the one-hour ride to the Lycée international de Sèvres. Given the hillside site of the school and the typical winding, narrow streets, we descended from the bus at the nearest corner and walked the rest of the way, following the students on their way to class. We were received by Susie Martias-Dorville, proviseure adjointe, and several of the English teachers who took us to in pairs to observe classes. Following the classroom visits, we met again with Mme Martias-Dorville, and Christophe Macé, another Proviseur adjoint, and some of the English teachers. Although the Lycée de Sèvres is a public high school, the international section is privately run. The international section classes are taught in English, often by native-English-speaking teachers, and many of the students have an English-speaking parent or parents or have spent significant time in an English-speaking country. In addition to the international section, they also take the regular high school curriculum leading to the baccalauréat.

Because of its close proximity almost directly downhill from the school, we decided to walk to our next appointment at the Centre international d’études pédagogiques (CIEP). After a brief photo op outside the lycée, we crossed the street and walked down the long stairway leading to the main street below and the remaining few hundred yards to the CIEP. We were greeted by Myriam Leroux who was our guide for the day. Because of the time, the first order of business was lunch in the CIEP restaurant. Then we were treated to a tour of the historic building. Initially built in 1756 on the instigation of Mme de Pompadour as a royal ceramics factory...
on the outskirts of Paris, it became in 1881 a normal school for women. In 1880 secondary education was opened to women, and this necessitated training more women teachers for these new pupils. Among the many famous teachers at this school was Marie Curie who taught physics and chemistry. Since 1945, it has housed the CIEP which organizes seminars and training institutes, and there are a number of guest rooms on the upper floor where participants can stay. Roger Pilihon, Director, and Gilles Castro, Claire Teninges, François Giraudou, Gilles Breton, and Jacqueline Demarty-Warzée, gave brief presentations on the various activities of the CIEP.

Friday was November 11 and a public holiday in France as it is in the U.S. We left the hotel at mid-morning for the Centre Pompidou. Fortunately, our VIP group status allowed us to by-pass the huge lines waiting to enter on this holiday, albeit under gray skies. We checked our coats and met our guide who led us up the escalators as we oohed and aahed at the view of Paris. Our guide provided us with a fascinating tour of the Dada Exhibit. (Note: the exhibit, in a slightly modified version, will subsequently be in Washington, DC, Feb. 19-May 14, 2006, and New York, June 16-Sept. 11, 2006). The visit left us ready to enjoy lunch at Chez Georges on the top floor of the Centre Pompidou.

After an excellent lunch, we were joined by another guide who led us on a tour of some of the rest of the museum’s treasures. As is to be expected with modern art, we were not all equally enthralled by the various works. However, as Americans, we were intrigued to learn about the Spiral Jetty which none of us had heard of and which was featured in a video presentation. This work by Robert Smithson, constructed in 1970 using local rocks and earth, is a 1500-foot-long coil extending into the Great Salt Lake in Utah (for more information, visit [www.spiraljetty.org]). After going our separate ways to visit more of the museum or to browse the gift shop, we met again to board the bus for the short ride to the Galeries Lafayette. We arrived just at dusk and were given a quick tour of the immense store, accomplished despite nearly wall-to-wall shoppers, and which included a visit to the rooftop lookout from which we could see the Opéra. As we left the store, we were greeted by Christine Campoli, Directrice adjointe, responsible for training elementary school teachers. She explained how the Ministry of Education is dealing with the requirement it has instituted to teach languages in elementary schools by providing special certification for primary school teachers and by using English-speaking assistants, for example. English and German are the languages taught in elementary schools in the Académie d’Amiens.

We then headed for the Lycée La Hatoie which has an European section emphasizing languages. Before we visited classes, Principal Dominique Bif talked to the group, composed mainly of principals, about being a principal in France. The differences in the two systems fascinated both parties and led to many interesting exchanges.

The Vice-President of the Conseil régional, Michèle Cahu, hosted us for lunch. As the participants had already learned, a French “caféteria” has nothing to do with its American counterpart. Three or four courses, apéritif, wine, and café were de rigueur everywhere. And, of course, no twenty-minute lunches for us! Mme Cahu explained the structure of the Conseil and its role in education as well as several of the international programs in which the Conseil is involved. The discussion was so interesting that we all wanted it to con-
From our breakfast meeting, we drove to the problems, and violence in the schools. The grant populations, sociological problems that the Canadians had had in dealing with immigrants. The *français langue étrangère* (FLE) classes were not unlike ESL classes in the U.S., although the nationalities of the students were perhaps different (Moroccan, Algerian, Ivoirian, Romanian). Our presence in the courtyard during recess was particularly attractive to the middle school students who swarmed around begging to have their picture taken. We were able to enjoy a bit of free time before being received at the Amiens City Hall for a reception. We were warmly greeted by a number of city council representatives as well as the mayor, Brigitte Fouré.

Our last day in France was the longest, and no one wanted to miss a bit of it. We struggled down the tiny elevator with our voluminous luggage which filled the small lobby. José helped us load our things onto the Rectorat where we had breakfast with Madame le Recteur Marie-Danièle Campion. As we had been during all our visits, we were surprised at the frankness with which officials were willing to discuss the current unrest in France. They shared their opinions and were interested in the experience that Americans had had in dealing with immigrant populations, sociological problems, and violence in the schools. From our breakfast meeting, we drove to the *Université Jules Verne* to meet with the dean and members of the English faculty to complete the picture of how all the pieces of language teaching in France fit together, from primary school through university.

Our last lunch in France was unique. It was prepared by the students at the *Lycée d’application Édouard Gand*. For those who served us, it was the first meal they had served as part of their professional training. Both teams of students, those who cooked and those who served, came out and introduced themselves. Although simple, the meal was delicious and served as well as in any of the restaurants where we had eaten. Although we would have liked to linger, we raced for the bus and headed for Paris. But not before saying a heartfelt goodbye to our hosts in Amiens, Philippe Simmonds and Véronique Chabaud, *Délégation académique aux Relations internationales et à la Coopération* (DARIC), who had served as our unofficial tour guides and had quickly become our friends. By now, it was pouring rain, the only real rain we had had all week. As we neared Paris during weekday rush hour, it became obvious that we could not cross Paris to check in again at the Sofitel and make it back across the city to our next engagement at the American Embassy. Instead, we headed for the *Rue de Rivoli* where members of the group were able to do some last-minute shopping.

We were welcomed to the Embassy by Renée Earle, Minister Counselor for Public Affairs, Colombia Barrosse, Cultural Attachée, and Christiane Degueldre, Education Attachée. It was exciting to visit the historic rooms and to look out the window over the *Place de la Concorde* and see the twinkling lights of the Eiffel Tower in the background. From the Embassy, we boarded the bus and headed for the quais de Seine. Our last event of the trip was a *dîner croisière*. The cruise was marred only by the rain streaming down the glass roof of the boat. The spotlights shining on the monuments of *Paris-Musée d’Orsay, Notre-Dame, Bibliothèque nationale, Conciergerie*, even the replica of the Statue of Liberty—never let us forget where we were. We were joined by Michel Girardin and his wife Paulette Foulem-Girardin (Paulette is the artist whose painting “Métis” was used as the emblem for the Quebec convention), Chantal Manès and her husband Jacques, Aurélien Lépine-Kouas formerly *Attaché culturel adjoint* in Atlanta, Christian Macé, Vice-principal from the *Lycée international de Sèvres*, Myriam Leroux from the CIEP, Irène Kirsch and Carine Remik-Adim from the *Ministère des Affaires étrangères*, and Marc Roussel and his wife from the *Académie d’Amiens*.

We finally reached the Sofitel well after midnight, checked in, and prepared to turn around and leave the next morning, at 6:30 a.m. for most of us. It had been an eventful, if exhausting, visit. All of the participants went home ardent Francophiles. Those who had never been to France termed it a life-changing experience. Those who were already Francophiles were even more fervent. All expressed a commitment to the teaching of French in their schools and, in addition, to working to ensure that language programs reached further down into the lower schools. This had been our goal from the beginning, and I believe it is a program that should be repeated.

Chantal Manès deserves special thanks. The initial idea was hers, and with her help, we found the necessary funding to bring it about with support from the *Washington Post*. She and Michel Girardin were instrumental in organizing the many visits and cultural activities.

Jayne Abrate  
Executive Director
Pour obtenir des informations sur le système éducatif français, l'accès aux universités, les stages linguistiques et pédagogiques en France, les bourses d'été de recyclage, vous pouvez vous adresser au Service Culturel Français de votre circonscription.

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<td>Mme Victoire BIDEAGAIN DE ROSA, Attachée culturelle</td>
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<td>Mme Martine JOHNSTON, Responsable questions éducatives et linguistiques</td>
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<td>M. Christophe MUSTELLI, Attaché culturel</td>
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2006 AATF EXECUTIVE COUNCIL

Margot M. Steinhart (Ph.D. Northwestern), President, is Adjunct Lecturer at Northwestern University (IL). She has served as AATF Vice-President (two terms), as Review Editor for the French Review, and Chicago Chapter President. She holds the rank of Officier dans l’Ordre des Palmes académiques. She is the 2002 recipient of the AATF Dorothy S. Ludwig Excellence in Teaching Award (Secondary). E-mail: [m.steinhart@sbcglobal.net]

President-Elect Marie-Christine Koop (Ph.D. Michigan State) is Professor and Department Chair at the University of North Texas. She serves as Chair of the Commission on Cultural Competence and Review Editor for Society and Culture of the French Review. She is a Chevalier dans l’Ordre des Palmes Académiques and the recipient of the 1999 ACTFL Nelson Brooks Award for excellence in the teaching of culture. A specialist on contemporary France, she has authored many articles and a textbook. E-mail: [koop@unt.edu]

Jayne Abrate (Ph.D. Purdue), Executive Director since 1997, taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, Québécois culture and literature, and the use of technology and the World Wide Web in the French classroom. She has served as an AP reader and consultant. She is a Chevalier dans l’Ordre des Palmes académiques and a Chevalier dans l’Ordre des Arts et des Lettres. E-mail: [abrate@siu.edu]

Vice-President, Robert “Tennessee Bob” Peckham, has degrees in French from Randolph-Macon College (BA), Middlebury College (MA), the University of Pittsburgh (Ph.D.), and teaching experience from public, private and government secondary schools and colleges. A long-time member of the AATF Commission on Telematics and New Technology, he is currently Professor of French, Director of the Muriel Tomlinson Language Resource Center, and the Globe-Gate Web Project at the University of Tennessee-Martin. E-mail: [bobp@utm.edu]

Barbara Ransford has taught French at Camden Fairview High School and Middle School (AR) for 20 years. She has been active as the chair of the Southwest Arkansas FL Alliance, is a past president of the AFLTA, and is serving her third term as AATF chapter President. She is also involved locally as a mentoring teacher and as a leader of student exchange and travel programs. She has received a study grant to Strasbourg and an NEH grant to study French poetry. E-mail: [bpransford@hotmail.com]

Newly-elected Vice-President William Thompson (Ph.D. Cornell) is also President and Contest Administrator of the Tennesee AATF Chapter. He has participated actively in local and national AATF activities, including developing a CD resource for teaching business French for the Commission on French for Business and International Trade. He is currently Assistant Dean for the College of Arts and Sciences at the University of Memphis. E-mail: [wthmpsn@memphis.edu]

Christopher Pinet (Ph.D. Brown) is Editor in Chief of the French Review and has published on French literature, popular culture, and French society and politics in the French Review, Stanford French Review, Contemporary French Civilization, and other publications. He also served as Managing Editor and Review and Assistant Editor for Civilization. He is working on a book about the Paris working-class suburb, Villevieu. He is a Chevalier dans l’Ordre des Palmes académiques and teaches at Montana State University. E-mail: [umlcp@montana.edu]

Sharon Shelly (Ph.D. Harvard) teaches French and Linguistics at the College of Wooster (OH). She earned a B.A. In French and Music at Case Western Reserve University and an M.A. In French at the University of North Carolina at Chapel Hill. Her scholarly interests include the structure and history of the French language; French and Francophone language policies; and foreign language pedagogy. E-mail: [sshelly@wooster.edu].

Jane Black Goepper, Editor of the National Bulletin for more than 20 years, has taught French at the high school and university levels. She has taught literature, civilization, foreign language methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and cooperating teacher for student teachers. She has written articles on teaching methodology and is a Chevalier dans l’Ordre des Palmes académiques. E-mail: [jbg@fuse.net]

Lisa Narug, Director of the National French Contest, has been involved with Le Grand Concours since 1991 when she "temporarily" filled in as National Chair of Awards. In addition, she has served as National Chair for Computer Operations and Assistant Director for Le Grand Concours. She has a degree from the University of Illinois, and she worked at AATF National Headquarters for 6 years. After leaving the AATF, she worked at various non-profit associations before returning as Contest Director. E-mail: [nfc@highstream.net]
Re-elected to a second term, Jean-Pierre Berwald (Ph.D. Ohio State), Region II (New England) Representative, is Professor of French at the University of Massachusetts, Amherst. He has served as Chapter President, as President of MaFLA, as an AP reader, and was the recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture (1991) and the MaFLA Distinguished Service Award (1998). E-mail: [berwald@frital.umass.edu]

David Graham, Region III (New York State) Representative, has taught all levels of Spanish and French and served as district language supervisor in the schools of Plainview, NY. He is a Past-President and Québec Scholarships Chairperson of the New York State Association of Foreign Language Teachers. David is currently President of the Pays du Nord AATF Chapter and has served as AATF delegate to the ACTFL National Standards Project. E-mail: [davidg8809@aol.com]

Alfred Cataldi, new Region IV Representative, was born in Israel of Armenian parents, Alice grew up in a multicultural environment that has left its mark. French was spoken at home and at the Pensionnat Saint Joseph. She received degrees from the College of Saint Rose, at the University of Connecticut. She participated in summer study in Nancy, in Vichy, and at LSU. She has taught at the high school and university levels and has served as chapter president. She is a Chevalier dans l’Ordre des Palmes académiques. E-mail: [acataldi@udel.edu]

Danielle Raquidel (Ph.D. University of Cincinnati), Region V (South Atlantic) Representative, is Associate Professor of French at the University of South Carolina, Spartanburg. She is a native of Venezuela and has studied in France at the Université de Lyon. She has received numerous awards and fellowships and is a member of SCFLTA and ALDEEU. E-mail: [draq@uscs.edu]

Randa Duvick (Ph.D. University of Chicago), newly-elected Region VI (East Central) Representative, has been at Valparaiso University since 1986. She has taught French courses at all levels and chaired the Department of Foreign Languages and Literatures as well as an interdisciplinary major. She has written and presented on topics, such as 19th-century literature, interdisciplinary collaborations, and the history of a French-Canadian fur trader in the Upper Midwest. She has helped organize teacher workshops and high-school student French Days at Valparaiso University. E-mail: [rduvick@valpo.edu].

Newly-elected Region VII (West Central) Representative Gregg Siwert (Ph.D. University of Iowa) is Professor of French at Truman State University (MO). He has been an active participant and presenter in AATF conventions and, most recently, won the Dictée contest at the 2005 Quebec Convention. He has received two NEH summer fellowships and currently serves as President of the Foreign Language Association of Missouri. E-mail: [gsiewert@truman.edu]

Jacqueline Thomas, (Ph.D. Texas A&M University) newly-elected Region VIII (Southwest) Representative, is a Regents Professor of French at Texas A&M University-Kingsville where she has taught since 1982. She is the author of the testing programs that accompany Rendez-vous, Vis-a-Vis, and Débuts. She has been President and Vice-President of both the Central Texas AATF Chapter and the Alliance française de Corpus Christi. She regularly organizes summer camps for high school teachers, high school students, and younger learners, and has recently become an AP reader. She has also served as Co-chair of the Commission for the Promotion of French. E-mail: [j-thomas@tamuk.edu].

Newly-elected Region IX (Pacific) Representative Anne Jensen (M.A. Stanford) teaches French at Gunn High School (CA). She recently served as President of the Northern California AATF Chapter and was a representative of the California Language Teachers Association. She has been named California Foreign Language Teacher of the Year as well as receiving many other awards. She is also a National Board Certified teacher. E-mail: [ahjenrob@aol.com].
Auteur célèbre de romans et de nouvelles, Guy de Maupassant a écrit la nouvelle *Une Partie de campagne* en 1881. Elle a paru dans le recueil de récits qui porte le titre de l’un de ceux-ci, *La Maison Tellier* (porté à l’écran par Max Ophuls en 1951). *Une Partie de campagne* est l’histoire d’une famille de quincailliers parisiens, les Dufour, et leur apprenti qui passent le dimanche à la campagne près de Paris. Ils déjeunent sur l’herbe à une auberge située au bord d’une rivière. Après déjeuner, la mère et sa fille, Henriette, une très belle jeune fille, sont abordées par deux canotiers qui les invitent à faire une promenade en bateau. Pendant que le mari et son apprenti se livrent aux plaisirs de la pêche avec des cannes à pêche prêtées par les canotiers, ceux-ci emmènent les dames, chacun de son côté, dans une ile où ils réussissent à les séduire. Deux mois plus tard Henri, le canotier qui a séduit Henriette, passe à la quincaillerie à Paris. Il y apprend que Henriette a été mariée à l’apprenti, un individu plutôt minable, qui doit prendre la suite de M. Dufour à la quincaillerie. L’année d’après, ils se retrouvent par hasard dans l’île, profondément émus, tous les deux, par le souvenir de leur brève rencontre.


*Partie de campagne* est généralement considérée comme un modèle d’adaptation au cinéma d’une œuvre littéraire. Sans modifier l’intrigue de l’œuvre de Maupassant, ni la caricature des petits bourgeois et le pessimisme foncier de l’écrivain, Renoir s’en sert comme un canevas sur lequel il se permet de «broder». Il approfondit le caractère des personnages, dotant les canotiers, peu développés chez Maupassant, de personnalités individuelles et opposées. Il développe le caractère comique des personnages de M. Dufour et de son apprenti, les assimilant à Laurel et Hardy, créant en même temps une opposition entre les hommes et les femmes du groupe Dufour. Il donne des personnalités à Henriette et à sa mère et développe le thème, à peine suggéré par Maupassant, de la sensualité de la nature. Il invente dialogues et scènes entières, y compris le repas des canotiers à l’intérieur de l’auberge, l’épisode des volets révélant Henriette debout sur la balançoire, la scène au bord de l’eau où M. Dufour étale ses «connaissances» sur la pêche, le colloque entre Mme Dufour et sa fille sur la sensualité de la nature et le «désir vague», et la scène de la sieste, entre autres. Il introduit la riche métaphore de la «pêche» (la séduction) et celle de l’orge, qui évoque le déchaînement de la passion—à la place du chant du rossignol chez Maupassant, métaphore plus qu’évidente de l’acte de chair. Il invente le numéro de satyre de Rodolphe dans l’île, ainsi que toute une dimension comique, à commencer par le caractère guignolesque de M. et Mme Dufour et de leur apprenti, Anatole. À l’encontre du comique, Renoir conserve et développe le ton pathétique, voire tragique, du dénouement de la nouvelle, que l’on comprend que le penchant naturel (sentimental) qui réunissait Henri et Henriette a été sacrifié aux pratiques sociales. Henriette a accompli son destin de fille de la petite bourgeoisie commerçante.

Voici quelques questions pour orienter la lecture de la nouvelle et le visionnage du film:

- Comparez les personnages de la nouvelle de Maupassant et ceux du film de Renoir. Comment Renoir a-t-il développé le caractère des personnages?
- Quelles oppositions entre les personnages Renoir introduit-il dans le film?
- Comment Renoir développe-t-il l’opposition nature-culture?
- Comment Maupassant et Renoir traitent-ils le thème de la sensualité?
- Comparez la métaphore du chant du rossignol chez Maupassant et les métaphores de la pêche et de l’orge chez Renoir.
- Quel rôle l’eau joue-t-elle dans la nouvelle et dans le film?
- Quelle est l’importance du mouvement dans *Partie de campagne*? Comment est-ce que le style cinématographique de Renoir contribue à l’impression de mouvement?
- Relevez les éléments comiques ajoutés au film, par rapport à la nouvelle. Discutez le mélange des genres comique et tragique dans le film.
- Qu’est-ce que la musique de Joseph Kosmos ajoute à *Partie de campagne*?
- Quels épisodes du conte de Maupassant sont absents du film de Renoir? Comment est-ce que le film pallie à ce manque?


**Bibliographie**


Gauteur et al., ci-dessus).
Webster, Robert M. «Renoir’s Une Partie de campagne: Film as the Art of Fishing», The French Review, 64, No. 3 (février 1991), 487-496.
Le livre suivant est disponible aux French & European Publications, Inc. / Librairie de France. E-mail: [livresny@aol.com]. Tél. (212) 581-8810. Contact: Mr. Emanuel Molho. Remise de 20% pour les membres de l’AATF:
Maupassant/Renoir, Une partie de campagne (Ellipses Marketing, 1995), ISBN 272984533X.

Alan Singerman
Davidson College
E-mail: [alsingerman@davidson.edu]
*Le film de Renoir est disponible en VHS (NTSC); un nouveau DVD sera sur le marché en septembre 2005.

AATF MEMBERS PUBLISH IN ACTES DU CONGRÈS MONDIAL


NEW! ARMES DE PARIS MEDAL

We have finally been able to replace the bronze Armes de Paris medal which many AATF members liked to award to outstanding students. After a long saga of an order lost in U.S. customs because of a garbled address and now introuvable, we decided to have the medal recreated by a company in the U.S. The back side of the medal can be engraved. Price includes shipping and handling. $18 each; 3 for $45.

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WINNERS IN NATIONAL FRENCH WEEK CONTESTS 2005

Congratulations are in order for all who participated in both the Essay and Poster Contests for National French Week. The entries were all very good, and it was difficult to have to select the very best of the entries.

Essay Contest Winners
Grades 3-5:
1st Place: Jennifer Paffenbarger, grade 5, Teacher: Mme Frazier, Kolter Elementary School (Houston, TX) in French I;
2nd Place: Jennifer Paffenbarger, grade 5, Teacher: Mlle Lorien Nemec, Wellwood International School (Baltimore, MD) in 5th Grade French Partial Immersion;
3rd Place: Eric Hofmeister, grade 3, Teacher: Mme Frazier, Kolter Elementary School (Houston, TX) in French I;
Honorable Mention: Michael Tirman, grade 11, Teacher: Mr. Gary Spurin, Cathedral High School (Indianapolis, IN) in French IV Honors;
Honorable Mention: Samira Wilego, grade 8, Teacher: Mme Marie-France Gagné, Collège Marie-Curie (Montreal, QC) in French I.

Grades 6-8:
1st Place: Alexa Clofine, grade 7, Teacher: Dorothée Delory-Diaz, Sprinorton Lake Middle School (Media, PA) in French I;
2nd Place: Ariel Waite-Baglin, grade 8, Teacher: Susan Stiehr, Brookfield School (Sacramento, CA) in French II;
3rd Place: Melissa Shoheh, grade 7, Teacher: Pam Giraudon, The Greenhill School (Addison, TX) in French I;
Honorable Mention: Mackenzie Bechtel, grade 8, Teacher: Susan Stiehr, Brookfield School (Sacramento, CA) in French II;
Honorable Mention: Danielle Rosenzweig, grade 8, Teacher: Ferne Liez, Bala Cynwyd Middle School (PA) in French II;

Grades 9-12:
1st Place: Soo Kim, grade 7, Teacher: Dorothée Delory-Diaz, Sprinorton Lake Middle School (Media, PA) in French I;
2nd Place: Soo Kim, grade 7, Teacher: Bonnie Fox Platter, Midland Park High School (NJ) in 7th Grade French;
3rd Place: Zoë Marshall, grade 7, Teacher: Pam Giraudon, Greenhill School (Addison, TX) in French I;
Honorable Mention: Perry Rugen, grade 6, Teacher: Nadine Hensley, Springfield Lake Middle School (Media, PA) in French I;

Poster Contest Winners
Elementary:
1st Place: Samantha Pennelly, grade 5, Teacher: Amy Filo, L'Étoile du Nord (St. Paul, MN) in Elementary French;
2nd Place: Sarah Jane Emmon, grade 4, Teacher: Harriet Burrow, Episcopal School of Dallas (TX) in Elementary French;
3rd Place: Martha Mulcahey, grade 3, Teacher: Amy Filo, L'Étoile du Nord (St. Paul, MN) in Elementary French;
Intermediate:
1st Place: Eddie Sunda, grade 8, Teacher: Nadine Hensley, Springfield Lake Middle School (Media, PA) in French I;
2nd Place: Cheryl Mulcahy, grade 7, Teacher: Patrice Lepage, Elementary School (Houston, TX) in French I;
3rd Place: Zoë Marshall, grade 7, Teacher: Pam Giraudon, Greenhill School (Addison, TX) in French I;
Honorable Mention: Perry Rugen, grade 6, Teacher: Nadine Hensley, Springfield Lake Middle School (Media, PA) in French I;
Secondary:
1st Place: Samantha Baxter, grade 11, Teacher: Kathleen Watters, Academy of Notre Dame (Villanova, PA) in French IV Honors;
2nd Place: Nanette Zobkov, grade 10, Teacher: Sue Mistic, Mt. St. Mary Academy (Little Rock, AR) in French II Honors;
3rd Place: Chiawei Liu, grade 9, Teacher: Catherine Cannato, Paul VI High School (Haddonfield, NJ) in French IV;
Honorable Mention: Samantha Kennedy, Teacher: Cynthia Burrell Mathews,Sacopee Valley High School (Hiram, ME) in French IV;

Vol. 31, No. 3 (January 2006)
BOURSE ANNUELLE D’ÉTUDES À L’UNIVERSITÉ MCGILL

À partir de l’été 2006, le Département de langues anglaise et française de l’Université McGill (Montréal, Québec, Canada) offrira chaque année une inscription gratuite à un cours intensif d’été. Donné dans le cadre du Programme intensif de français, ce cours de niveau 5 est ouvert à tout enseignant qui possède en français une compétence correspondant au niveau intermédiaire élevé sur l’échelle d’ACTFL.

La bourse couvre les droits de scolarité et les frais d’inscription (une valeur d’environ 2200$ CA). Elle ne comprend pas le transport, l’hébergement à Montréal, les assurances et les dépenses per-sonnelles.

Le concours s’adresse à tous les membres de l’AATF qui enseignent le français au niveau secondaire ou collégial. Exceptionnellement cette année, les membres des régions touchées par l’ouragan Katrina auront priorité.

RECOGNIZED FOR THE QUALITY OF THEIR TEACHING, it is the Program of Intensive French that welcomes each year hundreds of students from around the world. Composed of five levels, this full-time program prepares the students to communicate effectively in a francophone environment, both orally and in writing, and to discover many facets of Québécois culture. The program leads, under certain conditions, to the McGill Certificate of Proficiency in French. The summer session runs 8 weeks: from June 19 to August 11, 2006 (see page 33).

Pour plus d’informations sur le Programme intensif de français de l’Université McGill, consultez le site Internet des Programmes de langues anglaise et française : [www.mcgill.ca/eflp/]

NEW CD AVAILABLE
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The AATF now has available a CD entitled: “Paris: A Walking Tour of Selected Buildings.” Designed for architects, this excellent CD has a wealth of still and video photography of 24 Paris buildings and monuments, including the Musée d’Orsay, la Grande Arche, la Bibliothèque nationale, la Cité des sciences, la Pyramide du Louvre, and the Centre Pompidou. For each building, there is a brief introduction in English, a series of still photographs of the features of the building, a series of video clips of each building, as well as a site map.

The AATF would like to thank Jeff Roberts of New World Design Partnership for providing us with this excellent resource for French teachers.

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IMMERSION 2005: FROM PARIS TO THE PYRENEES

On June 26, 2005, my husband and I left the U.S. with fourteen students, mainly high school juniors and seniors, who had studied from three to five years of French. We left our English with the parents on their side of the security checkpoint at Cleveland Hopkins Airport as we began a two-week total immersion experience that would provide opportunities to experience life in a French host family, make significant progress in French, and explore sights in several regions of France.

The dream of one day organizing a total immersion experience for students had begun when I last co-chaperoned a trip in 1992. The trip was phenomenal, and our students visited major cultural sights from Normandy to Nice, but I came home disappointed that the students had not had more opportunities to speak French as they traveled together around the country. I also believed that I could give students the chance to gain a greater understanding of the people and of family life. I wanted them to experience linguistic, cultural and personal challenges and triumphs.

Planning for the trip began two years prior to departure. We worked for a full year to develop a custom itinerary, set up travel plans with Educational Travel Alliance, host a meeting for students and parents to explain the trip, and establish our list of travelers. Our expectations for speaking French were clearly stated, and it was critical that each participant agree to espouse this philosophy. During the twelve months preceding our departure we held three meetings with parents and three mandatory meetings with students to bolster their skills for navigating around Paris, handling transactions at the post office and stores, making phone calls, and benefiting to the utmost from the family stay. Each student also chose a sight that we would be visiting and carried out serious research so that she could provide background information (en français, bien sûr) to the rest of the group just prior to our visit.

We arrived in Paris on a Sunday morning, and the next several hours were devoted to getting the students to their host families, two students per household. By lunchtime we were regrouping, ready to find a meal and see the sights. We walked from the Champs-Élysées to the foot of the Eiffel Tower, took one of the cruises along the Seine (some jetlagged students napped during the ride!) and enjoyed the view from the highest level of the Eiffel Tower.

From Monday through Friday morning, the students had classes at the École France Langue, arriving there by métro using their carte orange. They found themselves in different classes depending upon their level of proficiency, but all enjoyed working with adolescents from a variety of countries who were also in Paris to improve their French. After class each day, they had another hour and a half to get their lunch in the neighborhood, do some shopping, visit the post office, or take care of other needs.

The next six hours were devoted to seeing the sights with my husband and me: Versailles, the monuments of the Île de la Cité, the district around the Place de la Concorde and the Jardin des Tuileries, Montmartre, the picturesque scenery from the Passage des Panoramas to the Louvre (with stops to find the Arago Medallions featured in The DaVinci Code), and the Louvre itself for art and more DaVinci Code connections. From the moment they woke up until their heads hit their pillows at night, the students spoke ONLY French, handling transportation, lunches, shopping and all other errands with a new-found independence. They spoke French with their families, with shopkeepers and other employees, with teachers and students at the school, with us, with our extended French family, and with each other. They quickly realized how much they knew and could do, and both their confidence and their language acquisition soared!

For the second week of our two-week tour we were joined by a Journey Director selected by eTrav, a young, knowledgeable French native, Nicolas Canfin. Nicolas understood our goals and helped us keep the French flowing! We traveled to Vaux-le-Vicomte (candlelight tour), Chartres, Chambord, Chaumont, Chenonceau, Amboise, Tours, Bordeaux (Tours-Bordeaux by TGV), and then began our exploration of the Pyrenees from the Atlantic Coast to Carcassonne: Biarritz, St. Jean Pied-de-Port, St. Jean de Luz, Gavarnie (for some very major hiking!), Lourdes, Niaux, and Carcassonne. Our flights back to the U.S. originated in Toulouse.

We had planned numerous fun activities for the trip, and Nicolas helped us carry them out. Instead of dinner in a restaurant one evening, we organized a scavenger hunt picnic supper. We headed for a hypermarket where we tore our picnic list into 7 pieces, distributing one piece to each pair of students. They loved hunting for items from paper goods to cookies and successfully requesting slices of cheeses and pains at the appropriate counters! On July 4 in Biarritz we organized a French Trip Trivia contest before heading back to the beach for the glorious 10:15 p.m. sunset on the ocean. We prepared map reading contests, proverb contests, a department store questionnaire, mini French song books for our rides in the bus, a little-known-facts-about-each-other mix and mingle game, and a check-it-out DaVinci Code booklet. Nicolas taught everyone how to play “Jungle Speed” (a Belgian card game demanding sharp reflexes... my students are still regularly getting together to play!). A surprise ceremony capped our final evening in France. We distributed two certificates to each participant, one for her rôle enthousiaste et amical d’ambassadrice américaine and the other for her successful randonnée de 15 kilomètres jusqu’à la Grande Cascade, Cirque de Gavarnie. Throughout the trip, the students filled in the pages of the «Journal» that we had designed for their observations and reactions as their experiences and visits multiplied.

During our post-trip debriefing students stated that they had made progress in speaking and comprehending, gained great confidence in their ability to manage in a French-speaking country, and stated that they had returned to the U.S. with proof that a number of widely-held stereotypes were just that, stereotypes. Several of the students began dreaming in French during the trip, and some indicated that after they got home they tended to continue to react in French with utterances like: “May I have this, s’il vous plaît?”

We’ve been back for three months, and student enthusiasm remains amazingly high. They have dedicated a lot of time and effort to sharing their experiences and memories. They decorated a bulletin board and a large display case in the main hallway at the high school; they prepared two bulletin boards at the middle school, one in a high traffic area next to the cafeteria. A few of these students manned a booth near the bake sale table at Solon Middle School Curriculum Night, fielding many parent questions about the study of French and travel abroad. Two students are currently developing a PowerPoint presentation that will be shared with middle school and high school students during la Semaine du Français. Several other students are currently writing the rules to Jungle Speed in French so that they can teach other students this game as a classroom activity. Others would like to give a presentation about the trip at our municipal Senior Center.

My husband and I are so proud of the students and thrilled with the success of the undertaking and the enthusiasm that it has continued to generate that we have just designed a new total immersion itinerary for 2007: from Paris to Provence.

Davara Potel
Solon High School (OH)
E-mail: [letop123@en.com]
ANNUAL CONVENTION IN MILWAUKEE

Mark July 5-8, 2006 on your calendars! The 79th annual AATF convention will be held on those dates at the Hyatt Regency Hotel in Milwaukee, Wisconsin. We are planning a number of exciting activities as well as the usual excellent professional program. The Milwaukee Committee has been working hard to organize interesting local events.

Hotel Information

The convention will take place at the Hyatt Regency Hotel in downtown Milwaukee. The rate we have negotiated is $115 plus taxes, single or double occupancy. To make your reservation, go to [www.hyatt.com] or call 1-800-233-1234. Be sure that you mention the AATF to receive the group rate. The deadline for reserving a room is June 2, 2006.

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a dictée organized by Marie-Simone Pavlovich. Our keynote speaker will be Azouz Begag, currently French Ministre de la Promotion de l’égalité des chances. We will feature a special showing of the film, La Gome de Chadâoâ. There will be special sessions organized for the 2006 AATF Book Club, brown-bag film showings during lunch, workshops and a reception at the Milwaukee Museum of Art which features an extensive collection of Haitian art. The AATF Commissions will organize sessions and workshops on culture, business French, promotion, advocacy, and other topics. We will also feature Claudia Hommel in a concert following the Awards Banquet. The program will be a celebration of all aspects of language, culture, and literature of the French-speaking world. The complete program will be posted on-line in late March.

Cinema Workshop

We will also feature a five-day pre-convention workshop on using cinema in the classroom. See page 23 for more information.

Credit

Once again, attendees will be able to obtain one graduate credit for attending the convention through Webster University in St. Louis, MO. More information on registering and requirements will appear in the April National Bulletin.

Welcome Luncheon and Awards Banquet

On the opening day, following the opening session, members may gather for a Welcome Luncheon where they will be seated by region in order to facilitate contacts between members from the same geographic area. The Welcome Luncheon will be hosted by the Regional Representatives, and we encourage as many chapter officers as possible to attend. On the third evening, members may choose to attend the Awards Banquet, followed by a concert, where all those who have been honored by the AATF will be recognized, including Outstanding Teachers, National French Contest Administrators, new Honorary Members, and special guests.

Roommate list

As we have in the past, we will provide a roommate list to those who request one. This allows members who want to split the cost of a hotel room and find a colleague with whom to share the convention experience to locate a like-minded member.

Watch the Web site for periodic updates; final information and registration materials will appear in the April National Bulletin.

UPCOMING AATF CONVENTIONS

Join us as we celebrate the French-speaking world in:

- Milwaukee (July 5-8, 2006)
- Baton Rouge (July 12-15, 2007)
- Liège, Belgium (2008)
- San Jose (2009)

ÉTÉS-VOUS UN PROF ACCOMPLI?

Prove it. Seek National Board Certification. Nationwide, the numbers of educators seeking certification is growing each year. Yet despite incentives in many states, the number of candidates interested in pursuing certification in French is disturbingly low. National Board Certification in Spanish and French has been available for four years, yet as a professional group, French Teachers are far behind in participation. The number of candidates directly impact whether or not NBPTS is able to offer certification to teachers for that certificate. So just do it! Don’t put it off any longer. We have worked hard as a group to make French an academic and popular subject of study. Let’s use National Board Certification to show ourselves to be a group interested in professional development as well. For information, visit the NBPTS Web site at [www.nbpts.org].

Deanna Scheffer

AATF SMALL GRANTS

At the Quebec Convention, the Executive Council again renewed the AATF Small Grants program for 2006 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. Matching funds from the chapter to which the applicant belongs or from another source must be committed. 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 postmarked by March 1, 2006: (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 the 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.

Applicants 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 furthering the study of French in the U.S., and of potential benefit to other AATF members or to his/her students. 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.

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 2006 are encouraged.

CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarships, National French Week, Awards [www.frenchteachers.org].
TRIBUTE TO OUTGOING COUNCIL MEMBERS

Brenda Benzin has served two terms as Vice-President. In addition, she previously served two terms as Regional Representative in the 1980s. Brenda never hesitates to take on a new task. During most of her time as Vice-President, she has also served as the President of the Western New York AATF Chapter. She is also the founding Chair of the AATF Commission on High Schools and was instrumental in developing the new flyer targeting guidance counselors. We thank Brenda for her many years of service to the AATF and are sure she will remain active in her other roles.

Ann Sunderland has served two terms as Region VII Representative (West Central). She has been active throughout the region, visiting chapters, making presentations, and providing advice on French. She has taken on a number of tasks, including serving on and chairing the Nominating Committee, chairing a task force to develop a new Regional Report, and frequently organizing and presenting sessions for the AATF on National French Week and, more recently, on advocacy. She will continue to participate actively in national AATF activities as Co-chair of the AATF Commission for the Promotion of French. We are grateful to Ann for her service to the AATF and look forward to continuing to work with her in the years to come.

Suzanne Hendrickson stepped into the role of Region IX Representative (Pacific) when she was asked to complete the term of her predecessor. She did so with enthusiasm and was subsequently elected to another full term (AATF by-laws prevented her from running in a second election). During the five years she has served on the AATF Executive Council, she has served on a number of committees and willingly pitched in on any task where her help was needed. She also serves as Chair of the AATF Commission on Articulation and has done much to revive this once dormant program. Her efforts helped create the AATF Tête-à-Tête mentoring program. We extend our sincere thanks to Suzanne for her service to the AATF and will enjoy collaborating with her on future projects.

THE AATF ANNOUNCES CINEMA WORKSHOP TO BE HELD IN CONJUNCTION WITH THE MILWAUKIE CONVENTION

We are pleased to announce a five-day cinema workshop to be held June 30-July 4 just prior to the Milwaukee Convention. The workshop will be held on the campus of the University of Wisconsin-Milwaukee and will be led by Jean-Noël Rey of the Centre de Liaison de l’Enseignement et des Moyens d’Information (CLEMI) at the French Ministry of Education. Jean-Noël previously served as attaché culturel adjoint au Consulat de France à Chicago and is an Honorary Member of the AATF. Housing and meals will be available on campus at a modest cost. The exact details are still being finalized, but we are providing approximate costs for those who want to begin planning now.

The title of the workshop is “Enseigner le FLE avec des films français”. It will be devoted to the teaching of French through film. The objective is to provide a methodology for viewing and using documentary and fiction films. Sequences from ten films about childhood and adolescence will be used as examples, including films such as Zéro de conduite by J. Vigo, Les 400 coups by F. Truffaut, Mes petites amoureuses by J. Eustache, Étre et avoir by N. Philibert, and La Haine by M. Kassovitz. Techniques for approaching these films will deal with indispensable notions for considering a cinematic work, notions of film analysis, narration and aesthetics. Several approaches will be suggested: identifying point of view, going from story to narrative, choice and purpose in visual effects, script bias, use of stylistic tools and their expressive value, etc. Film analysis by sequence will lead to an interpretation of the work in its totality. Recent pedagogical materials, developed by the CRDP, will be provided on CD-ROM.

Registration for the workshop will include lodging and meals on campus and all materials. It is assumed that those registering for the workshop will attend the AATF convention immediately following. There will be a separate registration fee for non-AATF members or for members who do not plan to attend the convention. Academic credit will also be available at a tentative estimated cost of $220 for two graduate credits.

The following fees are subject to confirmation. Basic registration includes program, lodging in a residence hall for five nights (June 29-July 3), three meals per day (beginning with dinner on June 29 and ending with lunch on July 4). Parking permits for those residing on campus will be available at a nominal cost.

Basic Registration (for those attending the convention): $350

Basic Registration (for AATF members not attending the convention): $375

Basic Registration (for non-AATF members): $425

Commuter Registration for members (includes breakfast and lunch only on workshop days as well as parking, no lodging is included): $220

Commuter Registration for nonmembers (includes breakfast and lunch only on workshop days as well as parking, no lodging is included): $265

For more information check the AATF Convention Web site regularly. Final details and registration materials will be posted on the AATF Web site in mid-February.

AATF SESSIONS AT REGIONAL CONFERENCES

The AATF will be present as an exhibitor and with numerous presentations at the regional conferences this spring, SCOLT (Southern Conference on Language Teaching), the Central States Conference on Foreign Language Teaching, and the Northeast Conference on Foreign Language Teaching. In addition, many of our chapters will be present at their respective state conventions. We invite all members to take the time to stop by the AATF exhibit booth when there is one and to support our representatives as they present sessions and workshops on issues related to the teaching of French.

SCOLT, February 16-18, 2006, Orlando, FL
AATF Session: “Advocating for French”
Presenter: Jayne Abrate

Central States, March 9-11, 2006, Chicago
AATF Session: “Advocating for French”
Presenters: Margot Steinhart and Jayne Abrate
Also: Workshop: “Using Food to Enhance the Study of French Language and Culture”
Presenter: Jayne Abrate

Northeast Conference, March 30-April 1, 2006, New York City
AATF Session: AATF Session: “Advocating for French”
Presenters: Margot Steinhart and Jayne Abrate

VISIT THE JNCL WEB SITE
www.languagepolicy.org
FRENCH DAY 2005

The making of French Day 2005 started with grant applications to the Hinsdale South High School Foundation and the AATF. I knew that we would need funds for the traditional breakfast and snacks, but I had to decide on a cultural presentation, perhaps Tahitian dancing. I mentioned to my ballet teacher what I was looking for, and she replied that she had recently hired a wonderful group of Tahitian dancers from The Barefoot Hawaiian troupe for a demonstration in her high school dance class. After determining availability and affordability, the grants were requested, the program was set, and after we were notified that we had gotten the money, the preparations began. Our activities director gave us a small amount of money to help pay the deposit to reserve the dancers. The date was determined by the availability of the auditorium. We always squeeze in between the fall play and the year book photography schedule.

Our program is simple—breakfast in the cafeteria, followed by a recent feature film. This year we showed Les Choristes. The cultural presentation took place after lunch, followed by a snack and distribution of prizes (pencils, buttons, t-shirts, whatever I have accumulated over the past year.) The execution is more complicated. I had no trouble acquiring permission to hold the all day in-school field trip, because our principal and faculty have always very kindly supported our efforts. I, in turn, make it clear to our students that they should attend any class that would be difficult to miss or where they need to take a test or do a presentation.

The City of Darien issued a proclamation declaring November 7-13 as National French Week. I printed up the message from President Bush which appeared in the National Bulletin and made a display along with various French items in the department display case. Several AP students volunteered to record French cultural anecdotes (culled from FranceGuide magazine) for the daily student announcements. Banners labeling almost all the department offices were made up and laminated. Posters went up all over school proclaiming National French Week. Teachers could request via e-mail a name tag in French stating their position that they could attach to their magnetic name badges.

I invited Hinsdale Central and Lyons Township High Schools as well as our junior high schools to attend the performance. Only Donna Czarniecki from Lyons Township was able to bring a group of students, but we all enjoyed getting up on the stage to swivel our hips to the exotic music. A photographer from the local paper showed up to take pictures of the dancers.

Next year, there are some things I will do differently. The students missed playing games on the stage during the lunch periods, which has proved popular in the past. I tried singing traditional songs, but the first year students who were not familiar with the songs found it difficult to participate. They would have enjoyed the game playing more. I was able to get a lot of kids on the stage for folk dancing, but again that is not something everyone likes.

My 4th year students suggested that I assign jobs to them in advance so that they could be more help, and I would be less busy. As it was, whenever I called upon the French Club, they were there to pitch in. They like having a sense of ownership, and they also like leading the younger students. Next year, we will make up banners for the departments we missed. As I was taking down the posters and banners, some of the teachers mentioned how much they had enjoyed reading them and figuring out what they said. A few students were not aware that they were in French.

Finally, if we are fortunate to get funding next year, I would like to encourage a few more neighboring schools to attend the performance. The students have suggested that after several years of Cajun music, African drumming, African dancing, and Tahitian dancing, we could use a bit of mainland French culture, so I am trying to contact a French singer for next year.

I would like to thank the Hinsdale South administration, faculty, and staff, the Darien city council, the AATF, the HSHS Foundation, my colleague Isabelle Menke, and especially our students, without whom none of this would happen. Patricia Olderr Hinsdale South High School (IL) E-mail: [polderr@hinsdale86.org]

NEW EDITOR SOUGHT FOR THE MODERN LANGUAGE JOURNAL

Professor Sally Sieloff Magnan will be stepping down as editor of the Modern Language Journal effective with the last issue of Volume 91 (2007). A new editor will be named effective with the first issue of Volume 92 (2008), which goes to press in mid-October 2007. The new editor will begin receiving manuscripts for consideration in July 2007. Although no fixed term of office exists, the new editor should be willing to serve a minimum of three years. A modest honorarium and budget for office expenses accompany the position. The new editor is expected to name his/her own editorial staff, editorial board, and associate editors.

Qualifications: The ideal candidate will have a background in Applied Linguistics/SLA/Foreign Language Education; strong scholarly record; familiarity with quantitative and qualitative research paradigms; and experience in teaching a foreign language in the U.S. Prior editorial experience and EFL/ESL background helpful but not essential.

Application Procedure: Those interested in the position should submit as electronic attachment: (1) a letter expressing interest, qualifications, and proposed policies and plans for the MLJ; (2) an up-to-date cv; (3) a statement of support from the applicant’s dean and/or department chair outlining the institutional support that would be guaranteed, e.g., release time, a part-time secretary or research assistant. The deadline for applications and nominations is February 28, 2006. Direct nominations, applications, and inquiries to: Dr. Heidi Byrnes, Chair, MLJ Editor Search Committee, German Department, Georgetown University, Washington, DC 20057. Telephone: 202-687-8386. E-mail: [byrnes@georgetown.edu].

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

AATF COMMISSION ON CULTURAL COMPETENCE
France at the Dawn of the Twenty-First Century: Trends and Transformations, ed. by Marie-Christine Koop, asst. by Rosalie Vermette, 2000, 300 pp., $33.95 ISBN 1-883479-29-0. Contact Summa Publications, P.O. Box 660725, Birmingham, AL 35266-0725.
Prices are subject to change without notice.
How many times have you heard an American tourist in fits of laughter describe how he practiced diligently to ask for directions (“La Tour Eiffel, c’est près d’ici?”) only to be destroyed by the generous response from the French native whose directions the tourist couldn’t begin to understand? Learning to follow oral directions can be wrapped into a number of amusing games for the classroom, and it has definite practical application. Some basic vocabulary is needed first. One method for drill is a labyrinth of vocabulary that can be “played” with teams. (See below) Divide the class into two groups. Give them a few minutes to drill each other. Teaching another student is often the most effective learning device! Teams sit together on desks or on the floor in a circle. Starting from one end (le monsieur qui court) each team member takes a turn providing the phrase or expression indicated on the sheet. When one team makes a mistake, the other team starts from the other end of the maze (la fille avec le chien). An error returns the play to the first team who must go back to the beginning (starting with the student who made the last error). Place the most difficult phrases or expressions at the beginning, as they will be repeated the most.

Once the directions are firmly in place, a treasure hunt is in order! Make it simple at first. Class members can take turns reading the directions, giving everyone practice. A sample is included below. It can be as simple or as complicated as your students can handle. Des bonbons make a fine treasure! Middle school students enjoy writing their own hunts (as individuals or as teams) to try out on their classmates.

**VARIATION:** Record the directions onto a tape that the students must follow. Then have the students create their own oral treasure hunt on tape or on the computer.

**Une Chasse au Trésor**
Commencez devant le bureau du professeur.
Avec votre dos au bureau, prenez trois pas de bébé.
Tournez à gauche.
Continuez tout droit quatre pas.
Tournez à droite.
Continuez sept pas.
Écrivez “bonjour” au tableau.
Tournez à gauche.
Continuez huit pas jusqu’à la porte.
Ouvrez la porte.
Tournez à droite.
Cherchez par terre derrière quelque chose de bleu.
Qu’est-ce que c’est? C’est le trésor!

Share your ideas for activities that reinforce directions to include in future issues of the National Bulletin.

Elizabeth Miller
Crystal Springs Uplands School (CA)
E-mail: [mmemiller@aol.com]
The AATF National FLES* Commission is delighted to announce the 2006 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

The AATF chapters will organize and publicize the Contest and submit the best posters in each category to the National FLES* Commission Poster Contest which is chaired by Dee Dee Louman.

The theme for this year's contest is: LA VIE FRANÇAISE À TRAVERS LE MONDE: French Life Around the World. This theme may be presented in a variety of techniques and artistic interpretations.

**REQUIREMENTS:**

1. Entries **MUST** be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Dee Dee Louman, West Stanly High School, 306 East Red Cross Road, Oakboro, NC 28129). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.
6. Each teacher should send the posters to their AATF Chapter President. Entries must be postmarked by February 24, 2006. See the AATF Web site [www.frenchteachers.org] or the French Review for names. Please mail the posters flat, first class, and protected by cardboard.
7. Each Chapter President should send the posters postmarked by April 11, 2006 to Dee Dee Louman, West Stanly High School, 306 East Red Cross Road, Oakboro, NC 28129. Please mail the posters flat, first class, and protected by cardboard. Winners will be notified in early June. The first place winners in each category will receive a $50 check. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2006 National FLES* Poster Contest.

Selected winning posters from the 1999 competition were made into notecards. See page 27 to order.

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**AATF NATIONAL FLES* COMMISSION ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST STUDENT INFORMATION FORM**

Please type or print all requested information:

Student's Name: _________________________________________________________________________________

Student’s Address:________________________________________________________________________________

City/State/Zip _______________________________________________ Student's Phone: ______________________

School: ___________________________________________________ Grade: _______________________________

School Address: _________________________________________________________________________________

City/State/Zip_______________________________________________ School Phone: ________________________

Principal's Name: ____________________________  Sponsoring Teacher: __________________________________

Teacher’s Address: _______________________________________________________________________________

City/State/Zip _____________________________________________Teacher's Home Telephone: _______________

SIGNATURES (All are required)

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

Student _____________________________________________________________ Date ___________________

Parent/Guardian ______________________________________________________ Date ___________________

Sponsoring Teacher __________________________________________________ Date ___________________

AATF Chapter President _______________________________________________ Date ___________________

PLEASE ATTACH THIS FORM TO THE POSTER.
**AATF NATIONAL COMMISSIONS**

**Commission on Articulation**  
*Suzanne Hendrickson, Chair*  
Dept. of Languages & Literatures  
Arizona State University  
Tempe, AZ 85287-0202  
E-mail: [sue.hendrickson@asu.edu]

**Commission on Community Colleges**  
*Denise McCracken, Chair*  
St. Charles County Community College  
4601 Mid Rivers Mall Drive  
St. Peters, MO 63376  
E-mail: [dmcocraken@stchas.edu]

**Commission on Cultural Competence**  
*Marie-Christine Koop, Chair*  
Dept. of Foreign Languages  
University of North Texas  
P.O. Box 311127  
Denton, TX 76203-1127  
E-mail: [koop@unt.edu]

**FLES* Commission**  
*Harriet Saxon, Chair*  
21 Carlton Place  
Rutherford, NJ 07070  
E-mail: [hdparis20@aol.com]

**Commission on French for Business and International Trade**  
*Eileen Angelini, Chair*  
Philadelphia University  
4201 Henry Avenue  
Philadelphia, PA 19144-5497  
E-mail: [angeline@phialu.edu]

**Commission for the Promotion of French**  
*Joyce Beckwith, Co-Chair*  
Wilmington High School  
Wilmington, MA 01887  
E-mail: [jbeckwith@wilmington.k12.ma.us]  
*Ann Sunderland, Co-Chair*  
Truman High School  
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Independence, MO 64055  
E-mail: [mmesunderland@sbcglobal.net]

**Commission on High Schools**  
*Brenda Benzin, Chair*  
824 Delaware Road  
Kenmore, NY 14223-1236  
E-mail: [bbenzin@aol.com]

**Commission on Middle Schools**  
*Janel Lafond-Paquin, Chair*  
Rogers High School  
15 Wickham Road  
Newport, RI 02840  
E-mail: [madamep51@hotmail.com]

**Commission on Student Standards**  
*Nancy J. Gaddois, Co-Chair*  
86 East Street  
Southampton, MA 01073  
E-mail: [nancygaddois@charter.net]

**Commission on Professional Teacher Standards**  
*Susan Colville-Hall, Chair*  
University of Akron  
Akron, OH 44325-4205  
E-mail: [colvill@uakron.edu]

**Commission on Telematics and New Technologies**  
*Lara Lomicka Anderson, Chair*  
809 Humanities Office Building  
University of South Carolina  
Columbia, SC 29208  
E-mail: [lomicka@usc.edu]

**Commission on Universities**  
*Patricia Cummins, Chair*  
School of World Studies  
Virginia Commonwealth University  
P.O. Box 842021  
Richmond, VA 23284-2021  
E-mail: [pcummins@vcu.edu]

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**COLOR NOTECARDS**

We have taken six winning posters from the 1999 AATF FLES* Poster Contest and turned them into notecards. Great for special notes to students and parents. Six different designs illustrate the theme *Le Français: Clé du monde francophone.* Inside blank. Price includes envelopes and shipping and handling. 12 for $10.00.

_________ sets (12 cards & envelopes) x $10 = Total enclosed ___________

Name: ____________________________________________________________

Address: __________________________________________________________

City, State, Zip ____________________________________________________

Tel: ___________________Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

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**AATF MEMBERSHIP DRIVE**

The AATF is again sponsoring a membership recruitment campaign. Membership in your professional association is the business of each member. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

**How It Works**

We are offering a special three-for-one incentive to current members to recruit new members. If the current member can get three new members to join, 2006 membership will be free. The requirements are:

♦ the three new members’ forms with payment must be mailed together to National Headquarters with the sponsoring AATF member’s name prominently indicated;  
♦ the current member’s preprinted renewal invoice should, if possible, accompany the three new forms;  
♦ if the current member has already paid dues for 2006, the free membership will be applied to the next calendar year; no refunds will be made.

If you are a teacher trainer, we ask you to encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them. The lists must be current and must contain specifically French teachers.

Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

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**July 5-8, 2006, Milwaukee**

**Watch for updates on our Web site:**

www.frenchteachers.org

**Vues sur le monde francophone:**

culture et société
MOTS CHASSÉS:


I. Remplacer les mots et expressions soulignés par des mots/expressions d’origine latine.

1. Cessez vos râlures.
2. Ce député n’est pas le bienvenu dans cette région.
3. L’assemblée a suffisamment de présents pour pouvoir voter.
4. L’affaire a été remise à beaucoup plus tard.
5. Je me suis coupé le majeur.
6. Qu’en est-il du référendum sur l’Europe?
7. Cette traduction latine est un travail fastidieux.
8. Il y a approximativement 100.000 habitants à Nancy.
9. Il se gratte l’arrière de la tête quand il réfléchit profondément.
10. Ce sans-papier a été renvoyé par la force dans son pays.

II. Remplacer les mots soulignés par un pronom possessif.

1. Passez-moi mon passeport.
2. Ces enfants aiment les macarons; nos deux enfants préfèrent les chocolats.
3. Je ne trouve pas mes lunettes mais tes lunettes sont sur le guéridon.
4. Ma femme de ménage est d’origine portugaise, celle de mes voisins vient des pays de l’Est.
5. J’ai récité ma leçon ; avez-vous lu votre leçon pour demain?

III. Voici deux mots: reliez-les dans une phrase.

1. infarctus/ultra
2. furax/ salve d’applaudissements
3. faire son mea culpa/ addenda
4. aller pedibus cum jambis/vélo
5. index/majeur

IV. Poser une question correspondant à la question suivante.

1. C’est une vraie virago.
2. Elle a souffert d’une dépression post-partum.
3. Il a donné un concert vraiment exceptionnel.
4. Parce qu’il y a un numerus clausus dans les facs de médecine en France.
5. Il a démissionné car l’assemblée ne lui a pas donné quitus.

V. Ajouter le mot manquant (dans l’expression d’origine latine).

1. Quid _______ la situation au Moyen Orient.
2. Le revenu _______ capita des Américains est plus élevé que celui des Français.
3. Envoyez-moi ce colis _______ presto, S.V.P.
4. Portons un toast et écrions-nous: «Nunc est _______ !»
5. Pour trouver un petit boulot ce garçon s’est adressé à une agence par _______.

Colette Dio, Nancy, France

Once a week, I thank my lucky stars that I am not in France—whenever I do the laundry, that is. The seemingly endless wash cycle on European machines seems intolerable, although I must admit my clothes have never come out cleaner. And so, I am often bemused rather than outraged whenever I am reminded by a snide comment that Pepe Le Pew still incarnates the French in the minds of many Americans. When this stereotype surfaces in class, I sometimes show my students photographs of the extensive *rayon de blanchisserie* from one of the hypermarchés and shared with them how I tend to avoid buying white clothes since I can never keep them in the same pristine condition maintained by my friend Stéphanie (who swears she could never live in the U.S. if her mother stopped sending her regular supplies of French laundry products). We end up agreeing that hygiene is a contextually and culturally defined concept and that it is perhaps better not to sully oneself by gracing “dirty” remarks about the French with a response.

It is another affair entirely, however, when it comes to more insidious incidents of French-bashing. We know that as a matter of course our students will encounter the unfortunate reality of *la francophobie*. As teachers, we tend to react by asking “What can we do about this?” even if this may not be the most productive way of framing the question. What if we asked instead “How can we offer students the tools they need to counter it?” After all, who better to answer back than our students who have devoted considerable time and energy to the study of French? I propose here a three-pronged approach aimed at enlisting our students in the cause by: (1) showing how to identify the prejudices and falsehoods and counter them with facts and statistics; (2) highlighting cultural and historical ties between the U.S. and France in our curriculum; and (3) practicing how to deflect vicious or tasteless attempts at humor with a more good-natured kind.

**Identifying and Countering Negative Images**

Rather than simply providing a list of negative stereotypes or asking our students to brainstorm their own list, it is more effective to have them discover for themselves what lurks out there. Students can be asked to conduct brief interviews with family members, friends, acquaintances, even strangers, to glean what first comes to the minds of Americans when asked about the French. Another useful exercise is to work with a news database such as Lexis-Nexis to see what instances pop up using search terms such as “French-bashing” or simply “the French,” “France,” etc... By sifting through and sorting the information gathered, students can begin to categorize the negative stereotypes and misconceptions. Next, it is important to prioritize: which ones seem most pervasive, inaccurate and/or damaging; which ones are more or less innocuous and therefore do not merit a serious response?

The negative image that perhaps merits correction the most is one that has been bandied about in the U.S. popular media for a number of years. It is also one of the most controllable, injurious and ill-founded: the “surrender monkey” epithet, insinuating that the French are cowardly for having capitulated to the German occupation in World War II. A few hard statistics, hard in a double sense, suffice for students to gauge the enormity of the misinformation being perpetuated. I have found two sets of data particularly effective, the first of which is available on the French-bashing watchdog Web site [www.miquelon.org].1 “112 Gripes about the French,” a document published in 1945 by the Information and Education Division of the U.S. Occupation Forces, is proof in and of itself of the endurance and deep-rootedness of some anti-French sentiments. Gripe 106 is particularly relevant: “The French got off pretty easy in the [Second World] war.” In response is a comprehensive and staggering accounting of what the war cost France in human, economic, and infrastructure losses. An equally effective tool with great visual impact is a population pyramid (*pyramide des âges*) of twentieth-century France whose outlines demarcate two severe dips for each of the World Wars. The French pyramid clearly shows how adversely the population was affected by the two World Wars, in contrast to the more even contours of U.S. population pyramids from the same period. Courage should never be measured in terms of loss of life, but armed with a few statistics, our students can silence spurious claims and show conclusively that France remembers.2 Indeed, how could France forget?

**The Ties that Bind: France and the U.S. —a Stormy Affair or Sibling Rivalry?**

Well into our semester-long romp through the French Republics, it occurred to me that I was the only one consistently reflecting on the connections between France’s struggles to establish, develop and maintain a democracy and similar struggles in the U.S. Somehow nothing I did registered with my students—even overt comparisons failed to generate a strong response. We had read pages from French high school textbooks (the *Histoire-Géo* series) to supplement our history text and the students had gotten quite adept at noting the textbooks’ pedagogical strategies aimed at transforming pupils into upstanding French citizens. They simply failed to see what it all had to with them. So, as a warm-up to class one day, I asked students to write *je* and then *allegéance* on a piece of paper and to continue to write down in French all of the nouns from the U.S. Pledge of Allegiance as they recited it silently in their heads. They continued scribbling—*Je drapeau...les États...Amérique...*—and as they reached *la République*, a succession of audible gasps could be heard. We laughed, and they admitted that they did not generally think of the U.S. in terms of its status as a republic. Then we discussed whether the Pledge of Allegiance could be recited by the French, and they were quick to see that only the words “under God” would have to be removed. We were easily able to ascertain that this key phrase was, in fact, a 1954 Cold War era addition to the original 1892 text, since, coincidentally, the Pledge of Allegiance was in the news at the time due to the Michael Newdow court case in California.3 This discussion offered us an opening to explore more fully and more engagingly mutual influences in French and American society, history, and political thought.

Highlighting these ties is essential, not simply in order to promote tolerance, but just as importantly because our two republics cannot be studied properly in isolation from one another. As language teachers we have the privilege and the mandate to help foster a broader, well-rounded understanding of the world, as eloquently argued in our National Standards (most specifically in the Connections and Comparisons standards). There are many opportunities to highlight French-American ties in our curriculum; each day the news seems to offer up a fresh parallel.4 The following are just a few of the many available resources that lend themselves well to the French classroom. A thought-provoking and fairly accessible reading that compares and contrasts the French and the U.S Republics can be found in the opening pages of Régis Debray’s *La République expliquée à ma fille*.5 Recent letters, interviews, and speeches of French diplomats in the U.S. often focus on Franco-American relations and can be found easily through Internet searches. The AATF state-specific advocacy Web sites launched by Robert (“Tennessee Bob”) Peckham take as their starting point the inseparable nature of relations between the U.S. and France. Indeed, the most apt metaphor to describe these relations is not the oft-quoted “love-hate rela-
tionship,” since no divorce is possible. Rather, it is a sibling relationship with all of the concomitant rivalry. We are sometimes hard on one another because we know we can never sever the ties that bind us together.

Rira bien qui rira le dernier

In sibling relationships, just as in all relationships, having a sense of humor is essential. After all, if you can’t get used to good-natured ribbing, you can’t really function fully in society. Levity is the key: we have to lighten up if we are to deflect or defuse negativity without becoming defensive. A good antidote to tired clichés and stereotypes is to turn them on their heads in a humorous fashion. A case in point is Garry Trudeau’s Doonesbury cartoon lampooning the “Freedom fries” hysteria in 2003. The cartoon, written half in English and half in French, is available with English translations on the official Doonesbury Web site, but it was originally published without glossing. An in-joke for speakers of French, it is therefore doubly fun to our students who enjoy being in-the-know. This and other examples of humorous responses to French-bashing can inspire our students to create their own responses.

Let me propose a few suggestions for activities that we can assign to promote greater tolerance through humor. Students can write mock news stories exploiting anti-French hyperbole, drawing on models taken from satirical news sources including periodicals like The Onion or L’Anti-Américain (a tongue-in-cheek monthly recently launched in France) or TV news parodies like Saturday Night Live’s “Weekend Update” or Les Guignols de l’Info. Students can also create humorous pro-French bumper stickers or even publicity campaign slogans for specific French products sold in the U.S. or for companies with French ties. Finally, students can be assigned to write jokes using standard formats such as limericks, knock-knock jokes, or even the hackneyed, but persevering genre of the “light-bulb” joke. For example, in response to the question “How many Americans does it take to unscrew a French light bulb?,” one might answer unabashedly: “Not to worry. Despite the occasional flicker, French thought has managed to burn steadily in the U.S. since before the discovery of electricity, in fact, since le Siècle des Lumières.”

An amusing example is: “Spaghetti-Os Discontinued As Franco-American Relations Break Down.”

NOTES

1 This Web site has also compiled a running list of offensive remarks by comedians and commentators and offers a wealth of relevant historical information as a counterweight.

2 Under the rubric “France Remembers” on the [www.miquelon.org] Web site are several photographs that bear witness to France’s enduring gratitude toward the U.S. for its role in the liberation.

3 Newdow challenged the constitutionality of the phrase “under God” in the Pledge of Allegiance.

4 A very recent and interesting example is the proposed legislation to require that school children in France study “La Marseillaise.”

5 This volume is part of the series that includes Tahar Ben Jelloun’s similarly titled books on racism and Islam.

6 As Mireille Rosello makes clear, replacing a misconception with a better alternative is a more effective strategy than attacking it head on.

An amusing example is: “Spaghetti-Os Discontinued As Franco-American Relations Break Down.”

BIBLIOGRAPHY


AATF OUTSTANDING SENIOR IN FRENCH AWARD EXTENDED TO THE COLLEGE LEVEL

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. In 2005, the Executive Council voted to extend this award to the college/university level.

Any public or private secondary school or college/university student with at least one French teacher who is an AATF member may participate. Only one name per school per year will be accepted. In the event that there are multiple French teachers or professors in a given school department, they must decide among themselves who the nominee will be and submit only one name to the AATF. In the event of multiple submissions, only the first name received will be considered for the award, based on postmark. The nomination must be made by a current AATF member.

To qualify for the award, a student must:
• have maintained an "A" average in French;
• have maintained a "B" average overall;
• be in his or her senior year at a public or private secondary school or at a public or private college or university;
• have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the Grand Concours, study abroad, National French Week activities, or French Club, Pi Delta Phi, tutoring;
• at the time of graduation, have completed at least three years of formal French study;
• be a non-native speaker of French;
• be nominated by an AATF member. Only one student per school per year will be accepted.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, and the student’s name will be placed on the AATF Outstanding Senior Honor Roll on the AATF Web site. The registration fee for the award is $25. For an additional $10 fee, students can also receive an Outstanding Senior in French medal.

There is no deadline for this award. The nomination form is posted on the AATF Web site and can be found on page 00.

MEMBERS’ NOTES

At the annual breakfast of the National Network for Early Language Learning (NNELL) AATF Past-President Gladys Lipton received a surprise special Recognition Award. The inscription on the award was as follows:

"To Gladys Lipton: With heartfelt appreciation for your support and promotion of early language learning. Nov. 2005."

Mary Sosnowski, a former attendee at Gladys Lipton’s National FLES* Institute at the University of Maryland-Baltimore County and AATF members, made the presentation on behalf of NNELL. She said, in part: "In honor of her continuous and untiring promotion of early language learning, NNELL wishes to present this token of appreciation to Dr. Gladys Lipton."

Starting her career as a high school teacher some 62 years ago, Gladys Lipton, early on, became dedicated to foreign language in the elementary school (she also taught at this level) and worked to assemble a body of research that would expand programs throughout the country, through her books, articles, and personal appearances. She has worked with superintendents, principals, school districts, parents, teachers, and other interested parties to help the public understand the many benefits of starting the study of a foreign language early.

Among her many other awards and honors, Gladys Lipton treasures ACTFL’s Florence Steiner Award for Leadership, Honorary Membership in the AATF, and her rank of Officier dans l’ordre des Palmes académiques.

19 AATF MEMBERS RECEIVE NATIONAL BOARD CERTIFICATION

This year, the fourth year National Board Certification has been offered in world languages, a number of AATF members received certification in World Languages. The results were announced in November, and we are pleased to congratulate the following AATF members:

Claire Bell (GA)  Deborah Hicks (FL)
Candace Black (NY) Teresa Lambert (KY)
Kathleen Juergens-Brooks (IL) Dominique Lochet (FL)
Barbie Brown (NC) Kathryn Marker (NC)
Robert Cohoon (IL) Susan Mead (NC)
Sherri Condon (IA) Linda Meigs (AL)
Brenda Crosby (IL) Ann O’Neil (FL)
Nancy Elliot Ellis (SC) Michele Pollard (NY)
Richard Ernst (NY) Ariane Scharpenbrene (MS)
Leo Franke (NC) Barbara Swenson (WA)

If you are interested in pursuing National Board Certification in 2006, you can find information on the National Board for Professional Teacher Certification Web site at [www.nbpts.org]. We urge all AATF members to take advantage of this rewarding opportunity for professional development and recognition. Congratulations to all these outstanding professionals!
We are pleased to announce a series of six promotional posters for French teachers. The posters are full-color 11x17" based on the themes “Parlez-vous...histoire?” “Parlez-vous...cuisine?” “Parlez-vous...civilisation?” “Parlez-vous...sciences?” “Parlez-vous...sports?” and finally “Parlez-vous...français?” They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. A 123-page guide for using the posters to promote French is included. Color thumbnail sketches of the six posters can be viewed on the AATF Web site at [www.frenchteachers.org] under National Headquarters.

To order enclose a check or purchase order for $15 and mail it to AATF Posters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733.

Name: _______________________________________________________________________________________
Address: _______________________________________________________________________________________
City, State, Zip: _______________________________________________________________________________________
Telephone: ______________________________________________________________________ Home ____________ Work ________________

TANT QU’ELLE CHANTE, ELLE VIT
apprendre le français grâce à l’héritage de Carole Fredericks
Now available in DVD format

This program, now available in DVD as well as video, a joint venture of the AATF and CDF Music Legacy, LLC, is based on the music of Carole Fredericks, an African-American singer who emigrated to France in 1979. The packet includes six music videos and a workbook featuring pedagogical activities. Because Carole was a protegee of Jean-Jacques Goldman, he has written a special tribute about her for the workbook.

Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; fax: 618-453-5733.

Tant qu’elle chante, elle vit video and workbook _____ set(s)
$40 per set (member price); $45 (non-member). Includes postage & handling.

Tant qu’elle chante, elle vit DVD and workbook _____ set(s)
$50 per set (member price); $55 (non-member). Includes postage & handling.

Total enclosed __________

_____ Check enclosed. Make check payable to AATF.
_____ Credit card (Visa or Mastercard only) ______________________________________ Exp. date ______________

Name _____________________________________________________________________________________________
Address ___________________________________________________________________________________________
City/State/Zip _______________________________________________________________________________________
Daytime telephone: _______________________ E-mail: _____________________________________________
AATF SUMMER SCHOLARSHIPS

Application deadline: March 1, 2006

Québec
We are pleased to be able to announce that the Quebec Ministère des Relations internationales is offering five scholarships (one per region) to AATF members to attend summer programs at the Université Laval or the Université de Montréal. (See announcement on page 49) for more information.

AATF French Government Scholarships
The French Cultural Service is offering AATF members ten scholarships for study in France during the summer 2006. The group will attend the summer program at the Alliance française de Paris. See page 18 for more information.

AATF Scholarships to Belgium
The Belgian government is again offering two summer scholarships to the University of Liège for AATF members at the secondary or college levels. Recipients will attend a four-week session on language and culture in July 2006. 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 2007 AATF conference in Baton Rouge. (See announcement on page 30).

Université du Québec à Chicoutimi
We are pleased to confirm a summer scholarship in 2006 to the Université du Québec à Chicoutimi for an AATF member to attend a 3-week immersion program (July 2-22). The scholarship will be awarded 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 scholarships includes: (a) tuition; (b) medical insurance for the duration of the program; (c) pedagogical materials; (d) lodging with a French-speaking family; (e) all meals; and (f) organized excursions. The participant is responsible for round-trip travel and personal expenses.

Jumpstreet Scholarships
Many of you who attended the Quebec Convention participated in the bus tours of the city organized by Jumpstreet Tours. Thanks to their generosity, the funds raised allow us to offer two $1250 scholarships to AATF members to attend the program of their choice in Quebec in 2006. The application process will be the same as for the regular scholarships.

Université de Montréal
The Université de Montréal is again offering one summer scholarship in 2006 to an AATF member. 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: (1) tuition; (2) lodging on the campus; (3) books necessary for course work; and (d) access to the sports complex and library.

The recipient will be responsible for all transportation costs, meals, for personal and incidental expenses, insurance, and fees covering certain socio-cultural activities offered through the program. The scholarship recipient may choose one of two sessions. The intensive courses available during the first session (July 3-21) include Communication orale, Communication écrite, or Atelier d’enseignement du français langue seconde. The second session (July 24-August 11) includes: Communication orale, Culture et société: Québec contemporain, Français langue des affaires.

Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of the appropriate level will be made by the recipient and the summer school coordinators. For further information, contact Suzanne Fradette, Coordinator, Université de Montréal, Faculté d’éducation permanente, École de français, C.P. 6128, succ. Centre-ville, Montréal (PQ) H3C 3J7 Canada; Telephone: (514) 343-6179; Fax: (514) 343-5984.

Université Laval
The AATF is again pleased to announce a scholarship to an AATF member from the École des langues vivantes de l’Université Laval. The scholarship (July 4-22) is offered as part of the “Stage de perfectionnement en enseignement du français, langue seconde ou étrangère.” The scholarship covers the following fees: (a) admission and registration; (b) lodging in a university residence hall; (c) access to language laboratories, computer labs, the library, and sports facilities; (d) a certain number of sociocultural activities which are part of the program. (Note: other sociocultural activities and excursions are offered at very reasonable rates.) The scholarship does not cover: (a) transportation costs; (b) meals; (c) health insurance.

Special offer for Louisiana Teacher
The Department of Continuing Education at Mcgill University is offering a special scholarship to a teacher from Louisiana to attend their three-week summer immersion program. The award includes the program, lodging, and travel. See detailed announcement on page 20).

Eligibility
Applicants for all of the scholarships must be American citizens or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2005-2006. Preference will be given to members who have been in good standing since January 1, 2003.

Current 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 (2001-2005) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2006-2007, and recipients of the Belgian and French scholarships must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Baton Rouge.

Selection Process
The scholarships will be awarded by national competition to members who indicate a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students. Applications will be reviewed and the decision will be announced in early April 2006. A number of factors will be weighed:

• clarity and specificity of the candidate’s statement;
• reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
• teaching assignment;
• 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 (www.frenchteachers.org/), or can be requested from National Headquarters. Forms can be duplicated.

Applicants should do the following:

1) Complete both sides of the application form, and attach additional pages to the application.

2) Request that two letters of recommendation be sent directly to Jayne Abrate, AATF Executive Director. (One of 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 three copies of the application form and supplementary pages, one copy of the cassette, and postcard to Jayne Abrate, AATF, Mail-Code 4510, Southern Illinois University, Carbondale, IL 62901-4510.

5) The application must be postmarked by March 1, 2006, to be considered for the scholarship. Incomplete applications will not be considered.

Southern Conference on Language Teaching Orlando, FL February 16-18, 2006 www.valdosta.edu/scolt

AATF MEDALS

AATF medals make excellent awards to give to outstanding students at the end of the school year. We have medals in two price ranges. The Washington/Lafayette and Hexagone medals are $5.25 each. They are 1-inch in diameter, blue, gold, and white cloisonné enamel. The other medal is a bronze 2-inch in diameter medal which displays Les Armes de Paris for $18. All prices include shipping and handling. To order medals, please fill out the form below, and send it with payment to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Please print.

Name ____________________________________________ Telephone: (Home) ______________________
Address ____________________________________________ (Work) ____________________________
________________________________________________________________________________________
Quantity ______ Washington/Lafayette @ $5.25 ______ L’Hexagone @ $5.25 ______ Les Armes de Paris @ $18 or 3 for $45
Quantity
Total enclosed: __________________

Check the Materials Center (page 38) for other promotional items.
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 2007, a cash award, and a one-year subscription to Le Français dans le monde. An official presentation will be made at the AATF Awards Banquet in Milwaukee.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be submitted by the deadline of February 1, 2006.

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 February 1, 2005. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by March 1, 2006. The recipients will be notified by March 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 led 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, exchange programs, and competitions,
   e. students’ high performances in French on standardized tests.
2. professional growth and development which may include
   a. participation in AATF chapter and national activities,
   b. participation in foreign language conferences, workshops, and seminars,
   c. pursuit of advanced degrees and education, or
   d. grant-supported research, projects, workshops, or travel.
3. contributions to the profession such as
   a. leadership and service in professional organizations including the AATF,
   b. research or presentations at conferences or publications in professional media, or
   c. 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 on the AATF Web site (www.frenchteachers.org), from Chapter Presidents, and upon request from AATF Headquarters.
2. A one-page personal statement by the nominee in which he or she addresses in detail 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. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate’s classroom performance.
4. All nominations and forms should be submitted with the original nomination packet and three copies, organized into four complete packets for distribution to committee members. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the four packets for the nomination to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The nomination must be postmarked no later than February 1, 2006.
Contact Information

Student’s Name: ____________________________________________________________________________  _____M or _____ F
(as it should appear on the certificate, please print or type clearly)

Nominating AATF Member’s Name: __________________________________________________________________________

Member’s Address: _______________________________________________________________________________________

Member’s Phone: _____________________________(H or W)  Member’s E-mail: _____________________________________

School Name: ___________________________________________________________________________________________

School Address: _________________________________________________________________________________________

Name of Administrator to Whom Letter Should be Sent

Name & Title: ________________________________________________________________________________________

Qualification (only one student per school per year will be accepted):

1. I certify that this student is in his/her _____ year of French study (3 minimum).

2. He/she has maintained an “A” average in French and at least a “B” average overall. _____Yes _____No

3. He/she is a graduating senior. _____Yes _____No

4. He/she is a non-native speaker of French. _____Yes _____No

5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:

   _____ study abroad   _____ Grand Concours   _____ French Club   _____ Officer
   _____ National French Week   _____ Société honoraire   _____ Pi Delta Phi

   Other _____________________________________

6. I am a current AATF member. _____Yes _____No

Member’s Signature: _____________________________________________________________________________________

Awards will be mailed to the member at the school address.

_____ Basic Award Registration ($25)
   (includes a certificate and press release, congratulatory letter to administrator, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)

_____ Full Award Registration ($35)  (includes all of the above and an Outstanding Senior Medal)

Amount enclosed: _______________

_____ Check here if the student’s name should NOT be placed on the award Web site.

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [staff@frenchteachers.org].

Credit Card # (Visa or MC only) ___________________________ Exp. _______________________

Vol. 31, No. 3 (January 2006)

Le président du Conseil des États-Unis a prédit l'organisation de ce grand événement national. Les participants sont invités à se réunir à Paris pour échanger leurs idées et leurs expériences. La langue française et les cultures francophones sont à l'honneur durant toute la semaine. Les participants sont encouragés à participer activement à la vie culturelle de la capitale française.

Les donateurs, s'ils le souhaitent, peuvent désigner la destination de leurs dons; lors de la distribution des subsides, la source des dons sera parfaitement identifiée.

Les donateurs sont invités à envoyer leur contribution comme suit:

1. Les dons en provenance des États-Unis peuvent être envoyés par chèque à: Fondation Louisiane / SOLIDARITE ECOLES 217 rue Principale Ouest Lafayette, LA 70501
2. Les dons en provenance de l’étranger peuvent être versés sur le compte bancaire ci-dessous via votre banque correspondante aux États-Unis:
   JP Morgan Chase Bank, N.A. 600 Jefferson Street Lafayette, LA (USA) 70501
   - Swift Code: CHASUS33BK1
   - ABA/Routing Number: 021000021
   - Account Name: Fondation Louisiane / SOLIDARITE ECOLES
   - Account Number: 9700239826

Le comité chargé de la distribution des fonds est composé de:

1. Pierre Labrie, Consul général de France
2. Eliane De Piels-Levaque, Représentante permanente de la Communauté française de Belgique
3. Terri Hammat, Louisiana Department of Education
4. David Cheramie, CODIF
5. Nicole Boudreaux, Présidente du Consortium des écoles d’immersion
6. Jacqueline Labat, Présidente du chapitre louisianais de l’Association américaine des professeurs de français
7. Philippe Gustin, Directeur du Centre International de Lafayette

Merci beaucoup!

Pour obtenir des informations complémentaires, contacter CODIF à codif@belICAST.net ou en téléphonant (337) 245-5816.

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. Income from gifts of stock given by Mr. Jensen will fund one $1500 scholarship per year to help a student pay for a semester or year’s study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2006-2007.

Eligibility Requirements

The student applicant must be at least 18 years of age at the time of application and enrolled in an established teacher education program (B.A., B.S., or M.A.T.) in French. Applications for independent study abroad trips or summer programs will not be considered. The applicant must be a U.S. citizen or permanent resident and a non-native speaker of French. He or she must be recommended by an AATF member teacher.

Scholarship

The $1500 scholarship will be paid directly to the study abroad program of the winner’s choice to cover tuition, fees, travel, or housing costs for a semester-long or one-year study abroad program in a Francophone country. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733; E-mail: abrate@siu.edu. The form is also available on the AATF Web site at [www.frenchteachers.org]. The application deadline is March 15, 2006.

REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Éric Vincent along with a visit of Paris. The multicultural flavor of Vincent's music and the poetry of Paris combine to create an exciting document. The 58-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions. See page 38 for more information.
AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order must accompany orders. Pictures of most items are available on the AATF Web site: [www.frenchteachers.org]. Please allow 3-4 weeks for delivery.

PROMOTION OF FRENCH (MEDIA)

NEW Teaching Business French: Textbooks, Reference Tools, and Pedagogical AIDS: resource CD by Will Thompson, AATF Commission on Business and International Trade. $12.50 (members)/$15 (nonmembers)

Architectural Walking Tour of Paris: CD provides still and video footage of 24 Parisian buildings. $12.50 (members)/$15 (nonmembers)

Forward with FLES*: 11-min. video encourages French FLES* programs with comments from experts, administrators, and teachers. $15.00 (members) /$18.00 (nonmembers)

Open Your World With French: Le français m’ouvre le monde 10-min. video encourages students to study French. $15 (members)/$18 (nonmembers)

Forward with French 10-min. video has interviews with business people in NY state who use French in their work. $15 (members)/$18 (nonmembers)

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

NEW! Help Wanted: Encourage Students to Learn French

Why French FLES*?

French by the Numbers highlights with facts and figures the importance of French in the world.

French is Not a “Foreign” Language illustrates the close connections between English and French.

Why Learn French? Highlights business and career reasons to study French.

Top 10 Reasons to Learn French

Speaking French: an investment in the future

AATF PROMOTIONAL ITEMS

NEW! AATF Glass Dishes: rectangular glass candy dishes (4x2") with AATF logo on cover. Each $12

AATF Mugs: White with blue logo and name. Each $6

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;

10 for $5

Forward with French bumper stickers. 

2 / $1; 10/ $4

AATF Ball-Point Pens: AATF engraved in gold on blue marbleized pen. Each $8 (discounts for quantities).

TEACHING VIDEOS

NEW! La France divisée, a 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide available. Video or DVD: $25 (members)/$30 (nonmembers); study guide $5 each (member)/$6 each (nonmembers). Unsubtitled video no longer available.

Tant qu’elle chante, elle vit presents the music videos of Carole Fredericks. Includes 6 music videos featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying activities and guide. $40 (members)/$45 (nonmembers); Now available on DVD: $50 (members)/$55 (nonmembers).

Reflets français, a 58-min. video by Bernard Petit featuring the songs of Éric Vincent and the sights of Paris, includes study guide. $40 (members)/$45 (nonmembers)

MEDALS AND AWARDS

NEW! Les Armes de Paris, 2 in. bronze medal, can be engraved. $18 (voir page 30)

AATF medallions, 1/2 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 hexagon, rectangular

AATF medallions from winners of the 1999 FLES* Student Art Competition;

AATF and Forward with French:

Parlez-vous...? Posters. Series of 6 color posters (11x17 in.) promoting French on the theme Parlez-vous...? Includes 123-page study guide. $15 set of 6 + guide.

AATF Certificate of Merit. Each 15 cents.

Tout Paris. Full-color illustrated guide to Paris. 128 pp. $15

Paris Monumental, folding color map of Paris (22” x 30”) showing monuments on one side and street detail on the other; includes map of métro (5” x 7”). $12.50

AATF Coloring Book, 16 pp. 8” x 11” for FLES* students. $1 each.

Color Notecards: 12 notecards with envelopes featuring 6 different color designs from winners of the 1999 FLES* Poster Contest; blank inside. $10.

T-SHIRTS

Martinique: L’île aux fleurs T-shirt, white with outline of island on front. Specify size (XL, XXL only). $10 for 1; 2 for $15. (While supplies last)

Le Français m’ouvre le monde T-shirt, navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size (L, XL, XXL). $18 ($19 for XXL).


AATF FLES* COMMISSION REPORTS

Variety is the Spice of FLES*, Gladys Lipton, Editor, 2005. $9

Success Stories: Promoting FLES* Programs, Gladys Lipton, Lena Lucietto, Harriet Saxon, Editors, 2004. $9

French FLES* Around the World, Lena L. Lucietto, Editor, 2000. $9

The FLES* Image: A Picture is Worth a Thousand Words! Lena L. Lucietto, Editor, 1998. $9

Attracting French FLES* Students. Gladys Lipton, Editor, 1996. $9

Reaching All FLES* Students. Gladys Lipton, Editor, 1995. $9

Other titles: FLES* Methodology (1994) $9

Expanding FLES* Horizons (1993) $9

Evaluating FLES* Programs (1992) $9

Implementing FLES* Programs (1991) $8

Innovations in FLES* Programs (1990) $8

The People Factor in FLES* Programs (1989) $8

Special offer: Any 5 FLES* Reports for $40. Complete set of 12 Reports for $80.

To order 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 12/31/05.
Contrary to popular belief, sex was not invented in the 1960s. It wasn’t even invented in our parents’ generation!

Hypocrisy was not invented in any current or recent political administration.

Nor were stupidity, pretentiousness, envy, self-righteousness, self-importance, self-aggrandizement, idiocy, sensuality, media gag orders, pathetic back-pedaling, unfounded jealousy, legal red tape, nor the undercover operative.

We know this because they can all be found in the works of Molière.

Because Molière was writing in what was for him, “the now,” and because he had an eye that saw through the trappings of what was for him, “the modern,” he captured human qualities in a way that occasionally makes us gasp with astonishment.

“How did he know?”

I am not a French scholar. I play the role of Molière onstage, in English. While I might love to be able to perform these works in their original, glorious French, I am thrilled to have found such a large audience, beyond the French scholars, for Molière’s brilliance who, in turn, may well trace their way back to the original French. I travel the United States and Canada, with my own one-man show, Molière Than Thou. I have a favorite line in the play, and the older the audience is, the more they laugh.

As Molière, speaking to what he thinks is a 1671 audience, introduces his play Tartuffe, he interrupts himself mid-thought to note that “Even though this play was originally written more than seven years ago, in sixteen sixty-four! ... our ongoing scandals of the present day have kept this work just as pertinent as it was the day that it was first produced.”

Molière didn’t know that he was writing for all time. He was probably surprised to find that his plays had lasted the test of seven years and would be astonished that they are still performed today.

We cannot help making our comparisons between Molière and Shakespeare. It’s usually the first question I am asked. Interviewers are ready to jump at any insinuation that their beloved Shakespeare is any less than the greatest, most brilliant, cleverest, most moving, deepest, etc., etc.

Molière will gladly settle for being the funniest.

The comparisons between the men are profound. They wrote their greatest works separated by less than sixty years. They each left their stamp on the language of their culture. You cannot spend a day speaking English without quoting Shakespeare, probably several times through the course of the day, and generally without knowing it. Likewise is the French language indelibly stamped as “la langue de Molière.”

Both men were authors, assuming that the Shakespeare who wrote all of those plays was indeed the man who appeared onstage and not actually the nineteenth Earl of Oxford.

And, if further evidence should reveal that the Earl of Oxford did in fact write all of those plays currently credited to a man named “Shakespeare,” then the two men have something else in common: They both wrote under assumed names. Jean Baptiste Poquelin used the name Molière to protect his family, which should remind us that life as a playwright was not the honorable thing we assume it to be today.

With historical perspective, we look back and see our favorite playwrights “under glass,” or plaster-cast, on display in the museum, but to truly appreciate them, we must realize that they were anything but that. They were creating their art, and pushing their own individual envelopes, irreverent in the face of pompous snobbery, caught in the maelstrom of society, fighting to keep their families and their companies fed, struggling to fulfill an artistic vision unique to themselves, all the while angling to stay on the good side of the monarch. Actors were accorded the same respect as prostitutes, sometimes with good reason. An unpertinent actor could not be buried in sacred ground, or with the full rites and rituals of the church.

Molière spent about thirteen years on the road. After an early failure in the Parisian theatre, he fled from town, probably one step ahead of the bill collector. He had been tossed into debtor’s prison at least twice, bailed out each time by his father, who already had good reason to be bitter about his son’s career. (His son had, after all, forsworn the family business, and the position purchased for him in King Louis’ court.) Molière and his troupe, the Illustrious Theatre, chased after a dream that had to be deferred upon the road. They wanted to be brilliant tragedians, but fate tossed them into the street, where Commedia was king. There, they honed their craft to appeal to the lowest common denominator. Setting up in a courtyard or a town square, they fought for the attention alongside the apple sellers, the pimps, the pickpockets, and the snake-oil salesmen.

Performing out in the open is rather like trying to hold the attention of a cat. You need to be endlessly inventive and spontaneous, and when something isn’t working, or when a bigger distraction comes along, you need to be ready to shift into your best stuff at a moment’s notice. A wink, a nod, a gesture, and suddenly you’re digging deeper and aiming lower. Clever dialogue gives way to vulgar by-play, and for the moment, at least, you have their attention back. What a training ground for the man who learned, better than any, how to engage an audience in the action of a play!

Shakespeare wrote of safe subjects, heroes and dramas from centuries before. Molière wrote about the here and now. The people he depicted were probably actually sitting out in the audience. Their antics would become the source of endless mockery, and in the process, Molière stacked up one enemy on top of another: doctors, lawyers, priests, fellow actors, his sponsor-turned-nemesis, Prince Conti, and the Society du Saint Sacrement. In the process, he captured, not only seventeen-century France, but us, ourselves, here and now.

We have forgotten how well Molière captured us.

There is a veil drawn between Molière and ourselves. We remain largely unaware of that veil, because it was drawn before any of us was alive. It is the Victorian era, an age of prudish denial. Thomas Bowdler censored Shakespeare’s works in 1807, and his versions of these works sold the most copies through the reign of Victoria, in the latter half of the Nineteenth Century. Under the shadow of this era, Molière’s canon was performed in English versions that still echo with us today. Early translations committed the worst of sins upon the work: Not only do they shy from Molière’s ribald idioms, but often they aren’t really funny!

Molière created brilliant scenarios. He was a forerunner in every style of comedy now known to us: farce, situation comedy, musical comedy, drawing room comedy (aka, “comedy of manners”) and political satire. Yes, he balanced insightful ideas on the heads of his characters, who unveiled them delicately and deliberately as the action unwound with clockwork precision. But he did all of this in the service of the laugh, and if it isn’t funny, then it isn’t true to Molière.

When audiences meet this new Molière, they are suddenly confronted. Can this be the man who lived almost four hundred years ago? It is an era we have placed under glass … in a museum, behind velvet ropes, frozen, immobile. The traditions of stylized performance are handed down from one performer to the next. They learn gestures, activities, inflections, postures, attitudes, handed from father to son, as it were, 

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just as Jean Poquelin once attempted to hand the traditions of his craft down to his son, Jean Baptiste. Jean Baptiste knew enough to resist.

People don’t go to the theatre to study the past. They go to see themselves. The modern director hauls out all of the old period style tricks: corsets, fans and foils. And suddenly Molière’s play is about postures and poses and frilly nonsense that has nothing to do with the play itself.

The modern student of French likewise has to struggle to find himself in Molière. I have a hard enough time reading Shakespeare in English. But reading classical verse in French? Picking through the delicate word-play and the baroque phrasings is quite difficult enough. It isn’t until you see the thing live that you realize: “Oh, this is a buffoon that’s talking!” “Oh, this man has an underlying motive behind this lie!” “Oh, for the servant to speak up to her master like that is a pretty brazen move!” “Why, that’s … Hilarious!”

It is a liberating thing to look into the past and see yourself. We live in the context of the ongoing “now.” We struggle to resolve needs. We keep secrets from those around us … those parts of ourselves with which we are the least comfortable. Secret desires, idiosyncrasies, needs, upsets, challenges, failures and our own personal buffooneries. We assume that no one has ever thought, suffered, desired or felt quite the way we do.

But Molière has painted them all, already.

Molière was creating psychological studies, before the phrase “psychological study” was invented. In fact, any cursory review of The Imaginary Invalid reveals the wife, Beline, as the classic “enabler,” though they wouldn’t have known to call her that back then.

Molière never saw a computer, but in The School for Wives, Molière creates a man that is so afraid of being made a fool of, that he will preprogram his wife-to-be, telling her exactly what to think and feel and believe. And just as with a computer, it’s garbage in/garbage out.

In The Bourgeois Gentleman a self-important egotist writes an insipid love letter, and proceeds to create the conditions whereby his “philosophy master” cannot improve on it, save to parrot back his words, while the man is lost in a cloud of self-congratulation.

In Tartuffe he creates a brazen sensualist who envisions himself as above, not only the law, but all moral concerns, having entered his own pact with God. His hot pursuit of his patron’s wife has echoes in each era, and each political party. The sex scandal was not invented with Bill Clinton or Jimmy Swaggart. People have been driven by these feelings for as long as there have been people.

We see them in the full context of the seventeenth century, and we realize the greatest thing that any student of history might realize: “They were just like us.”

I get the pleasure of creating those “lightbulb moments” for people.

Molière Than Thou is a different play every time I perform it. It fluctuates with the audience … their subjective mood, their age, the time of day, their level of supervision, the cost of the tickets, the brightness of the lights, or their own interest in the subject matter. Are they here because they are studying French, Theatre or History, or are they just getting out of a class? Have they been grounded at to sit silently, or do they feel free to laugh and respond? Have they been prepped with selections from the study guide, or are they coming at it from zero? Is the front row twenty feet away, or am I performing with the audience right on top of me?

The audience interaction changes the play from one day to another. I choose “victims” to whom I may deliver some of these speeches, casting them as Agnes in School for Wives, or Madeline in Precious Young Maidens. Molière invites students to volunteer to play out scenes, and no one (including myself) knows just how the Tartuffe scene will play out with an unwitting Elmire stepping into the role. Some nights, it is a sensual encounter, some nights it is a farcical chasse around the stage.

And then there are those night-to-night changes that are the product of the changing world around us. Some nights I stumble across a line, and it is suddenly more vivid, as though Molière is commenting on the day’s events from three hundred thirty years away. As the U.S. pursued a war against Iraq, these lines from Sganarelle, or the Imaginary Cuckold, took on greater intensity:

Is life not simply difficult enough Without “dishonor” added to this stuff? There’s sickness, hunger, pestilence and war Which on their own are amble without more These things will chase us down without our stirring! Must we, here, pad the list then, by incurring Our honor’s wrath at every irritation? No! No more self-inflicted flagellation!

In the months that followed, the subject of gay marriage began making headlines, and a different Sganarelle says, referencing his master, Don Juan:

You say he wed your mistress? Fancy that!
He would have wed your wife! Your dog! Your cat!
And if he thought it might so stir his health,
He’d fetch the preacher and wed you yourself!
And, only recently, with the news of the devastation and the injustice that was hurricane Katrina, again, Sganarelle tortures his logic with:

The riches are what make the people rich,
And the rich are not the poor, left in some ditch,
The poor have needs, and needs know not of laws,
And those who know no laws, are beasts with claws …

From one night to the next, I never know when a line from Molière is going to reach up and hit me in the head. I’ve been repeating these words for more than five years, Molière created them in their original French more than three hundred years ago, and these passages are illuminated every day by the latest headlines. This was the world of Molière? It looks just like our own! Who knew?

And so I travel throughout the U.S. and Canada with these words. And it is interesting where I land with them: Tennessee, Virginia, Georgia, Texas … states where you wouldn’t expect Molière to be so huge. One high school in eastern Tennessee has brought me back for three years running! Every year the audience gets a little bit bigger, as reports of the show circulate while I am gone, and these high school French and Theatre students prepare more actively for the show. The laughs get bigger, and the volunteers more eager. And in the middle of this most recent performance, I find myself thinking: Almost all of them are seeing their first one-person play. Almost all of them are seeing their first Molière performance. The students of today become the specialists of tomorrow.

Molière wrote of his own time, his own people, and his own observations. He painted scathing portraits of the pretentious and the hypocritical. He rallied the common man to laugh at cheats and liars. He painted scathing portraits of glib war and the hypocrisy. He rallied the common man to laugh at cheats and liars. He tormented the doctors, the lawyers and the falsely pious. He observed with such truth, and such wit, that these idiosyncrasies of the seventeenth century seem to target our own lives today. Watching him now, we too might realize: “They were just like us.”

Today’s audience is more comfortable with the language, but we can all relate.

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NEH SEMINARS 2006

Each year NEH offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Institutes. The dates and duration of each project are listed under each title. The application deadline is March 1, 2006.

Amount of Award: All teachers selected to participate in a seminar or institute will be awarded a fixed stipend based on the length of the seminar or institute to help cover travel costs, books and other research expenses, and living expenses: $1,800 (2 weeks), $2,400 (3 weeks), $3,000 (4 weeks), $3,600 (5 weeks), or $4,200 (6 weeks).

For detailed eligibility requirements, applicants should consult the written application material through the mail. You may apply to no more than two projects. The application postmark deadline is March 1, 2006.

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

NEH programs do not discriminate on the basis of race, color, national origin, sex, disability, or age.

Each seminar includes fifteen participants working in collaboration with one or two leading scholars. Participants will have access to a major library collection, with time continuously provided to pursue individual research and study projects.

Modernist Paris
July 3-August 3, 2006 (5 weeks)
(Seminar Location: Paris, France)
Maria A. DiBattista, Department of English, and Suzanne C. Nash, Department of French and Italian
Information: Maria A. DiBattista, Department of English, Princeton University, 22 McCosh, Princeton, NJ 08544; Telephone: (609) 258-4081; E-mail: [mariadb@princeton.edu].

Revolution and the Making of Identities: France and Haiti, 1787-1804
June 19-July 21, 2006 (5 weeks)
(Seminar Location: Newberry Library)
Jeremy Popkin, History Department, University of Kentucky
Information: Sara Austin, Research and Education Division, The Newberry Library, 60 West Walton Street, Chicago, IL 60610-7324; Telephone: (312) 255-3662; E-mail: [austins@newberry.org].

FULBRIGHT FACTS

The Fulbright Teacher Exchange Program, established by an act of Congress in 1946, provides opportunities for teachers, administrators, and other school or college faculty to participate in direct exchanges with colleagues from other countries for six weeks, a semester, or an academic year.

By living and working in the cultures of their host countries, exchange teachers and administrators gain an understanding and appreciation of the similarities and differences in national cultures and international educational systems. Fulbrighters enrich their schools and communities with an awareness of foreign cultures and of events occurring in other parts of the world, providing students and citizens with new perspectives about the world in which they live.

Fulbright exchanges result in continuing relationships between schools, some of which establish their own student and faculty exchanges and Internet links. In other instances, exchanges benefit local communities by providing them with international resources that are not otherwise available. For example, an alumnus to Mexico started a school linkage program between his home and his host school. His project aims to strengthen the language proficiency of each school’s foreign language students through a pen-pal program and a non-simultaneous exchange of U.S. and Mexican student and teacher groups.

International collaborations such as these foster enduring relationships and continuously provide students with opportunities to increase their subject knowledge and understand its relevance in the greater context of the world. Participating teachers and administrators develop and share their expertise with colleagues abroad; and schools gain from the experience of having an international resource in their communities.

Only applicants who meet all eligibility requirements will be considered for the program:
• hold at least a Bachelor’s degree;
• be a U.S. citizen fluent in English;
• have a current full-time teaching or administrative assignment in the U.S. or one of its territories;
• be in at least the third year of full-time teaching or administration (teachers applying to the seminar only need to be in their second full year); and
• have not participated in a Fulbright Teacher Exchange longer than eight weeks in the last two years (There is no required waiting period for teachers or administrators who have participated in exchanges of eight weeks or less.)

Note: A foreign teacher wishing to participate in an exchange with a U.S. counterpart must apply through the U.S. Embassy or the cooperating agency in his or her home country.

The Fulbright Teacher Exchange Program competition consists of three phrases: application, proposal, and selection. After eligible candidates apply to the program and are successfully interviewed, efforts are made to match them with suitable counterparts. Once a suitable match is found, U.S. and foreign candidates are proposed for exchange. After proposed matches are accepted by both teachers and their administrators or deans, the candidates are officially selected for the exchange by the J. William Fulbright Foreign Scholarship Board.

• October-November 2006: Applicants screened for eligibility requirements.
• November-December 2006: Regional Peer Review Committees across the U.S. conduct interviews with eligible applicants.
• Spring 2007: Candidate matching process takes place. If applicants are matches they are proposed for exchange and remaining documentation is completed. Subsequently, matched candidates are officially selected for participation in the Fulbright Teacher Exchange Program.
• August 2007: Orientation for 2007-2008 Fulbright Exchange teachers held in Washington, DC/ Teachers leave for exchange positions.
• Summer 2007: Fulbrighters return to their home countries.

Central States
Conference on the
Teaching of Foreign Languages
Chicago
March 9-11, 2006
www.centralstates.cc
ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by AATF Vice-President Robert (Tennessee Bob) Peckham provides a plethora of information to support French programs at all levels. A number of template sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob Peckham [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to this information [www.utm.edu/staff/globeg/advocacy.shtml] is provided at [www.frenchteachers.org].

Template Sites for State French Advocacy

• Illinois Needs French [http://ww2.hfhighschool.org/~wstiglic/aatfadvocacyp0]
• Minnesota French Facts [http://coursesweb.stthomas.edu/mlwolsey/mnafft/1d.htm]
• New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
• Tennessee Needs French [www.utm.edu/staff/globeg/tnadvoc.shtml]
• Wisconsin Needs French [www.uwm.edu/~alkhas/winfrench/index.htm]

CALL FOR PAPERS

Conference hosted by the Institute on Quebec Studies, State University of New York College at Plattsburgh in association with the Ministry of International Relations, Government of Quebec, and the Consulate General of the U.S. (Montreal), March 30-31, 2006. Suggested topics for conference papers include Quebec-U.S. Trade and Business, Quebec-U.S. Border Security, Quebec-U.S. Energy Practices and Policies, Quebec’s Communications Policies, Quebec’s Cultural Policies, Quebec Popular Culture and Mass Media, Quebec Literature, Quebec’s Transportation Policies, Quebec’s Educational Policies, Quebec’s Indigenous Peoples, Quebec History, the Politics of Quebec. Established in 2004, the Institute on Quebec Studies, State University of New York College at Plattsburgh, serves as the gateway institution for the promotion of Quebec Studies in the U.S. The Institute is committed to the visible development, expansion, and dissemination of Quebec Studies among academic, business and government constituents. Deadline for abstracts is March 1, 2006. Please submit your abstract in French or English, including contact information and any questions to Dr. Christopher Kirkey, Director, Center for the Study of Canada, Institute on Quebec Studies, State University of New York College at Plattsburgh, Tel. (518) 564-2394, Fax. (518) 564-2112, E-mail: [christopher.kirkey@plattsburgh.edu].

URI FRENCH MAJOR EXPANDS INTO ONE OF LARGEST PROGRAMS IN U.S.

Alain-Philippe Durand, Associate Professor and Head of the French and Francophone Studies Program at the University of Rhode Island, has a mantra: “The B.A. in French- don’t leave URI without it!” More and more students are taking his advice.

During the past six years, the undergraduate program in French at URI has become one of the largest language programs in the country. With only 30 students enrolled in the major in 1999, the number of students in the program has now tripled. At 108 students, the number majoring in the program has even surpassed those at Pennsylvania State University (90) and Harvard University (19).

Durand is excited by the program’s expansion. “My colleagues and I are constantly working to develop a true sense of community,” he said. “While our program is demanding, it is also a lot of fun. The opportunities for both French students and graduates are endless. Students have the chance to study abroad in various countries, including France, Morocco, Senegal, and Belgium where they can take classes, pursue internships—or both.”

Beginning next academic year, thanks to a newly signed agreement, students will be able attend classes at Université Laval, one of Canada’s leading universities. Laval is located in Quebec’s historic capital city. It has received more than $230 million in external funds last year for research and international cooperation.

Ninety-five percent of French majors are majoring in one or two other disciplines, and the majority of them graduate in four years.

“This is not your grandfather’s language department,” said Joseph Morello, Chair of URI’s Department of Modern and Classical Languages. “Although we do maintain our traditional role of teaching language and literature, the department has also become the center for internationalizing the curriculum. Students studying engineering, business, government, science, education, or the social and health professions all have the opportunity to develop international and intercultural communication skills at URI.”

Monica Reynolds, a senior studying French and international business, loved French in high school, and thought it would be a great way to make her international business major more versatile. “Not only will I be able to get a job in business, but with my French skills I'll have the chance to work almost anywhere in the world,” Reynolds said.

The URI student developed a new appreciation for both the language and the culture when she traveled to Marseille, France for the business and French study abroad program during the spring 2005 semester. “It was so interesting to learn more about the people and their way of life, and to learn to speak the language better,” she said.

The most popular dual programs the University offers in French include business administration, political science, pharmacy and the international engineering program (IEP). According to the URI IEP Web site, URI is educating “more bilingual and cross-culturally competent engineers than any other university in the country.”

Lars Erickson, Director of the French IEP at URI, said many students come to him wondering why they should study French with engineering. “France is one of the strongest economic forces in Europe, with a highly trained workforce,” Erickson tells them. “There are huge French investments in the U.S., as well as American investments in France, and the IEP has proven a clear demand for American trained engineers with good French skills.”

Additionally, in the past few years graduates of the URI French program have:

• become M.A. and Ph.D. candidates at prestigious universities;
• landed jobs teaching French overseas;
• used their knowledge of the language to work for the Peace Corps; and
• been employed by major corporations around the world, such as General Electric, NYU in Paris, Saïd Gobain, and 1-800-DENTIST.

To learn more about URI’s French program, go to [www.uri.edu/artsci/ml/programs/french].

Jan Wenzel
URI Media Contact

MARK YOUR CALENDAR!
JOIN US IN MILWAUKEE IN 2006!
Attend the 79th annual AATF convention as we meet in Milwaukee.
Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.
FRENCH REVIEW NOW AVAILABLE ONLINE

The AATF is pleased to announce that French Review Vols. 1-74 (1927-2002) are now available in the J-STOR Archive of scholarly journals as part of J-STOR’s Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

Eligible participants can search and browse the full-text of the back run, excluding the most recent 3 years. Readers can explore the rich tradition of the journals, including past reviews and analysis of the Cannes Film Festival and the Avignon Theater Festival, and twenty-five years of “La Vie des mots.” For a list of institutions who participate in J-STOR, please visit [http://www.jstor.org/about/participants_na.html].

J-STOR is an independent not-for-profit organization with a mission to create a trusted archive of scholarly journals. Information regarding J-STOR is available at [www.jstor.org].

CALL FOR PAPERS: SPECIAL ISSUE OF THE FRENCH REVIEW “LES ÉTATS-UNIS ET LA FRANCOPHONIE”

This special issue will be open to articles on all aspects and vestiges of Francophonie in the U.S., including Francophone literature in the U.S., U.S. Francophone communities, preservation of French in these communities, the teaching of the U.S. Francophone heritage, linguistic studies of French, Creole, or other variants in the U.S. This volume, to be published in May 2007, will be in honor of our 80th annual meeting to be held in Baton Rouge July 12-15, 2007. Articles should be scholarly but not exceedingly specialized. Authors should consult the “Guide for Authors” at the end of each issue of the French Review for formal considerations and the Editor in Chief if they have further questions. The deadline for submission to the Editor will be August 1, 2006. Contact: Christopher Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717; E-mail: [umlcp@montana.edu].

CHAPTER CHECKLIST (Is your chapter up to date?)

☐ Make members aware of the AATF Clearinghouse to help French teachers and French programs adversely affected by hurricanes. See information and form on-line at [www.frenchteachers.org].
☐ Send copy of chapter constitution and by-laws to national headquarters, if you have not already done so. [abrate@siu.edu].
☐ Nominate teachers for the AATF Dorothy S. Ludwig Excellence in Teaching Awards by February 1, 2006. See information on the AATF Web site.
☐ Promote, at meetings and through newsletters, and participate in the 2006 AATF Book Club: Literature and Cinema (see page 17, 52).
☐ Identify mentor liaison and submit name to Regional Representative AND Suzanne Henderson [sue.hendrickson@asu.edu], if you have not already done so.
☐ Identify advocacy liaison and submit name to Regional Representative AND Robert “Tennessee Bob” Peckham [bobp@utm.edu], if you have not already done so.
☐ Send chapter newsletter and chapter news on a regular basis to Regional Representative, National Bulletin Editor Jane Black Goepper, Executive Director Jayne Abrate, and President Margot Steinhart.
☐ Commit to sending the chapter president to the AATF national convention in Milwaukee (July 5-8, 2006) and to presidents’ meeting scheduled for the morning of July 5, 2006.

ATTENTION AUTHORS

The National Bulletin will include, in all future issues, the e-mail address of the author of all articles after the author’s name. If you do not wish to have your e-mail address included, please inform the Editor in writing at the time of submission of the article.
### Help Wanted: Encourage Students to Learn French

AATF’s newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. Developed by the AATF Commission on High Schools. Limited quantities of the flyer are offered to AATF members free of charge upon receipt of a self-addressed stamped business-size envelope with a note requesting the new flyer (attach $.37 or $.60 postage) 50 copies @ $5.00; 100 copies @ $10 (member prices); 20 cents each for quantities larger than 250.

### French By the Numbers

White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace and particularly to the American economy. 50 copies @ $5.00; 100 copies @ $10 (member prices); 20 cents each for quantities larger than 250.

### French is Not a "Foreign" Language

New promotional flyer. Black and white on forest green flyer illustrates how close English and French are. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language. 50 copies @ $5.00; 100 copies @ $10 (member prices); 20 cents each for quantities larger than 250.

### Why Learn French

Attractive blue and green on white flyer presents French as a language for business, jobs, travel, and global communication. 50 copies @ $5.00; 100 copies @ $10 (member prices); 20 cents each for quantities larger than 250.

### Speaking French: an investment in the future

Red, white, and blue brochure explains why French is a world language! It explains why today’s French student isn't only learning a language rich in history and culture but also is opening a door to greater career opportunities. 50 copies @ $5.00; 100 copies @ $10 (member prices); 20 cents each for quantities larger than 250.

### Top Ten Reasons to Learn French (published by the French Cultural Services and the AATF)

A red, white, and blue brochure which lists 10 excellent reasons why students should learn French, including increasing their advantage in the global job market and improving their critical and creative thinking skills. 50 copies @ $5.00; 100 copies @ $10 (member prices); 20 cents each for quantities larger than 250.

### Why French FLES*? (developed by the AATF FLES* Commission)

This color flyer offers reasons and testimonials on the importance of beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools. 50 copies @ $5.00; 100 copies @ $10 (member prices); 20 cents each for quantities larger than 250.

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

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PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. *Prices as of 9/1/05

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Address __________________________________________________________________
MAKING YOUR VOICE HEARD IS IMPORTANT

Promotion. Public relations. Advocacy. Language policy. These terms are frequently heard at foreign language meetings, but what do they mean to you? What impact do they have on language programs in your school? More importantly, how can they help us convince decision-makers of the importance of the study of languages?

Education is a state and local issue on which the federal government has traditionally had little impact. However, we have all seen the ways in which legislation such as No Child Left Behind can affect programs, funding, teacher training, and curricular decisions at the local level. There should no longer be any doubt that federal policies can have a direct impact on the language classroom.

For the first time in decades, U.S. legislators are taking a serious interest in languages. For some in Congress who have long been our champions, it is a question of a quality education to create knowledgeable citizens who can function in an ever-shrinking world. For others, it is a question of economic competitiveness. Now, for many, it is an issue of national security. Whatever the reasons, the language teaching profession needs to mobilize in order to ensure that the programs created are sound and the money spent benefits students, teachers, and communities.

Since 1980, the Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) have provided the Washington presence that the Commission recommended. JNCL is a nonprofit education association concerned with creating, developing, and implementing policies that affect languages and international studies in the U.S. NCLIS is a not-for-profit professional association, officially registered under the Federal Regulation to Lobby Act, engaged in advocacy for these language policies. Together, they represent over sixty professional and scholarly associations dealing with language teaching, acquisition, research, and professional development. JNCL/NCLIS represents all languages from English to the classics, commonly and less-commonly taught languages, American Sign Language across all levels from pre-kindergarten to adults.

As the elder of the two sister organizations, JNCL acts as a coalition of associations seeking agreement on major policy concerns that impact languages. For example, the proficiency and standards movements were conceived and initiated at JNCL meetings. Without professional unity and policy agreement on fundamental issues, developed and fostered in a forum such as JNCL, it would be impossible to provide national programs or gain federal support.

The actual responsibility for turning policies into programs, projects, and funding rests with NCLIS. For example, over the last two decades, NCLIS was a major actor in the creation of the Centers for International Business Education and Research (CIBERS), the Foreign Language Assistance Program (FLAP), the National Security Education Program (NSEP), and the National Foreign Language Resource Centers (NFLRCs). On a more subtle level, our work may only involve efforts to have a sentence or phrase included in or deleted from a piece of legislation. Such efforts can determine whether language programs may receive funding under a specific program.

It is also important to note that the policy process is an ongoing, incremental endeavor that actually only just begins when Congress passes a law or an agency initiates a program. Annually, funding for programs must be passed in the form of appropriations. A program may exist in law, but if no funding is appropriated it will in fact cease to exist. Every few years, programs have to be reauthorized, and often the more visible or successful a program is, the more likely it is to be amended or changed by friend and foe alike.

The successful policy and advocacy efforts of JNCL/NCLIS have been the direct result of the unity and cooperation of its member associations. Nationally, like-minded organizations exist to support exchanges and study abroad, the social sciences, the humanities, and international higher education and there is considerable cooperation on a wide variety of issues. However, in order to be truly successful, there has to be grass roots organization at the state and local levels.

Teachers represent an important and educated constituency, and they have the ability to influence the opinions of colleagues, parents, and future voters. When you have established and developed a relationship with a legislative aide responsible for education policy and have seen that individual’s knowledge and appreciation of the issue grow over time or when you have waited for an appointment in a Senator’s outer office and heard the receptionist calling about an issue or when a Congressman has called his office four times because he is late for a meeting with you and finally invites you to meet him on the steps of the Capitol because he can’t be absent from an important vote long enough to return to his office, you realize that your individual voice does count. Even when the person you are talking to is hostile or, worse yet, totally uninterested, there is a job to do finding a rationale that will sway him or her or learning an important fact that will allow you to develop a better counter-argument. If you haven’t yet recognized the importance of making your voice heard at the national level, it becomes clearer when we address issues at the state and local level where even more crucial decisions affecting your classroom occur.

Most of JNCL/NCLIS’ member associations now have advocacy committees. JNCL/NCLIS does its utmost to provide the expertise, information, alerts, talking points, advocacy training to those who are advocating for languages in their state capital, to their state department of education, or to the local school board. Ultimately, however, it is the members’ actions, visits, letters, calls, and involvement that makes the difference between success and failure, between thriving, well-funded programs in many languages and no program. Unfortunately, it is too often the case that teachers must advocate just to maintain the status quo or to prevent a program, even a successful one, from being eliminated. We need to redouble our efforts in these areas, as well as to create a fledgling language program in a school which never before saw the need or to convince a school board to add another language to their offerings. Together, JNCL/NCLIS, its member associations, and individual member teachers have already impacted language programs in the U.S. and can continue to do so.

In the current political climate since the horrendous terrorist attacks of 9/11, foreign languages and international studies have received greater attention from the national media and policy makers than ever before. The nation may be experiencing what Congressman Rush Holt has termed a “Sputnik moment.” In the late 1950s when the Soviet Union launched the first satellite, Sputnik, and America was behind in the space race, Congress created the National Defense Education Act (NDEA). NDEA was a major national effort to advance math, science, and foreign language education. Last year, the 108th Congress considered eighteen bills dealing with our national language needs, including two that were 21st-century versions of NDEA. Perhaps the 109th Congress will actually pass such legislation. Certainly, JNCL/NCLIS will be there to help.

For more information, please visit [www langu agepolicy.org].

Jayne Abrate
President, JNCL/NCLIS
J. David Edwards
Executive Director, JNCL/NCLIS
SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled “Help Wanted: Encourage Students to Learn French,” it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. For a short time, limited quantities of the flyer will be offered to AATF members free of charge.

Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

$.37 postage required for 4 copies of the flyer
$.60 postage required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of $.10 per copy or in any quantities to non-members at $.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

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 38. 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 Why Learn French?
• 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 copies of the “Help Wanted” flyer for counselors (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
  — Forward with FLES*
• one AATF guide or FLES* report (Please indicate your choice; select only one.)
  — Calendrier perpétuel
  — FLES* report (See page 38 for descriptions and titles; specify by year.)
• promotional items (Select only one.)
  — 25 Le Français en Amérique du Nord notepads
  — 25 On est les meilleurs! buttons
  — 25 Forward with French 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. This form must accompany all orders.

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 _________________
YOUR FRENCH PROGRAM IS WORTH SAVING

What are some of the challenges of declining enrollments? (1) assessing the future of graduate literature programs; (2) going beyond literature to attract majors; (3) encouraging vs. discouraging split majors; (4) dwindling enrollments in grades 5-8; (5) attracting students; (6) assessing the usefulness of French.

What are some of the negative attitudes that might thwart language teaching? (1) language as enrichment rather than core subject; (2) language as part of a gifted/talented or special project; (3) language not part of a “school-to-work” curriculum; (4) languages and literatures as “high culture” subjects; (5) difficulty recruiting qualified teachers; (6) funding shortfalls; funding is presently based on literacy and numeracy; (7) relative difficulty of learning a language; (8) reduced contact hours; (9) global studies programs with no language requirement.

What is advocacy and how does it differ from promotion?

Promotion is advertising; we tell people what we want them to know about French. La Semaine du français is a prime example of this type of campaign. Those who are advocates respond to more fundamental problems at a program level—how to retain or increase necessary funding for a program; how to avoid cuts in requirements or to increase requirements, how to impact school board policies affecting languages.

Newly-elected Vice-President Barbara Ransford described her personal battle with the Arkansas legislature when, during her tenure as AATF Chapter President, a Senator proposed Spanish as the primary foreign language in the state. Ransford related her scramble to round up a coalition of colleagues who could testify about the importance of many languages and thus prevent the bill from being passed. Ransford stressed the need to be vigilant, to watch which way the politicians are leaning, and to put together a defensive team before they are needed. “Don’t sit back!” she urged members. “Know your clientele and be vocal.”

Teachers who promote French and teachers who advocate for French need to work together, and often their efforts will overlap. They need to build their own resources: (1) find local business people who promote languages in their business; (2) outline French moments in American and local history; (3) locate well-known people in your state/community who speak French; (4) profile the local school districts and colleges/universities in your area; and (5) use available resources such as the French Embassy or Consulates, Invest in France Agency, Alliances françaises, French-American Chamber of Commerce, world trade organizations, etc.

The AATF Advocacy Depot provides many ideas for chapters on how to mobilize their troops at the grassroots level. He showed templates of “New York Needs French/Tennessee Needs French” and encouraged local advocates to begin to gather information on the status of French in their state for their own “state Web page.” He also needs stories of advocacy projects—those which have worked as well as those which have not—to document and pass on to others. For assistance or to share your story, contact [bobp@utm.edu]. Check out the AATF Web site for updates.

SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) Top Ten Reasons to Learn French, (2) Speaking French: An Investment in the Future, (3) Why Learn French?, (4) French is Not a “Foreign” Language, and (5) French by the Numbers.

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Check here if you would like 50 additional copies of Why French FLES? or at no extra charge.

Name__________________________________________________________________________________________
Address________________________________________________________________________________________
Tel: __________________________________________________________________________________________

Enclose your payment and send to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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2006 Northeast Conference on the Teaching of Foreign Languages New York City March 30-April 2 www.dickinson.edu/nectfl

SPECIAL NOTICE

The AATF does not endorse any commercial products or services. We work with many companies which produce or distribute pedagogical or promotional materials or services. These companies advertise in our publications, exhibit at our conventions, and support the work of the AATF. You will find their names in the advertising pages of every issue of the French Review, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work when you need materials or services they provide. However, we do not have the resources to evaluate any of the products offered by these or other companies, and we make no endorsements. Some pedagogical products are reviewed in the French Review. However, it is the buyer’s responsibility to evaluate the quality and reliability of any products or services they use. Any company or group that states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.
**French Promotional Video: Open Your World with French/Le français m’ouvre le monde**
AATF has produced a 10-min. video to encourage American students to study French. The video is fast-paced and entertaining. It can be used to recruit students of all ages as well as to show parents, administrators, counselors. $15.00 (member)/$18.00 (non-member).

**Promotional Video: Forward With French**
The AATF has produced a 10-min. video of testimonials from business people who use French in their work, including a travel agent, an immigration lawyer, and a businessman. Condensed from a video produced by the Western New York AATF Chapter, it shows why French is still the language to learn. $15.00 (member)/$18.00 (non-member).

**Promotional Video: Forward with FLES* **
This 11-min. video encourages French FLES* programs with comments from experts, administrators, and teachers. $15.00 (member)/$18.00 (non-member).

**Tee-Shirt: Le français m’ouvre le monde**
The front side of this navy blue tee-shirt reads: *Le français m’ouvre le monde* and shows a map of the world with areas where French is the official language highlighted in red. The back lists in French 46 areas where French is the official language under the heading *Ici on parle français.* $18.00

**Calendrier perpétuel:** Newly revised and expanded 104-page volume highlights significant events in French and Francophone history as well as birthdates of famous individuals in the Francophone world. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher’s Guide. $15 (members)/$18 (non-member)

**AATF Reflets Video:** Produced by former AATF Vice-President Bernard Petit, this 40-minute video, accompanied by a teacher’s guide, highlights several songs by Eric Vincent and includes a video tour of Paris ($40 members/$45 non-member)

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.  

Note: Prices as of 9/1/05

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. Special prices for quantities may be available. Please inquire.

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CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future exists to support initiatives approved by the Executive Council which promote French studies across the U.S. For the past several years, the Fund for the Future has been used to support National French Week.

To this end the Executive Council voted in 2002 to establish the following new categories and benefits for Fund for the Future Benefactors:

PLATINUM LEVEL BENEFACOR: Awarded to any member who shows that they have named the AATF as a beneficiary in their will for an amount of no less than $10,000; will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;
GOLD LEVEL BENEFACOR: Awarded to any member who shows that they have named the AATF as a beneficiary in their will for an amount of no less than $5000; will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;
SILVER LEVEL BENEFACOR: Awarded to any member who contributes at least $2500 in a given year to the AATF; will receive a framed certificate, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;
BRONZE LEVEL BENEFACOR: Awarded to any member who contributes at least $1000 in a given year to the AATF; will receive a framed certificate, be placed on the Web site Honor Roll of donors.

In addition to these new categories, members will also be recognized each November in the National Bulletin as a Sponsor ($500-$999), Patron ($100-$499), Sustaining Member ($50-$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only $1, we would have $10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. A contribution made in 2006 is deductible on your 2006 income tax return.

CINQ BOURS NASSE POUR L’ÉTÉ 2006

STAGES AU QUÉBEC POUR L’ÉTÉ 2006

Cinq bourses pour un stage en langue, culture et société québécoises seront offertes aux membres de l’AATF par le Ministère des Relations internationales du Québec (MRIQ). Les objectifs du stage sont le perfectionnement en didactique du français et l’approfondissement des connaissances du Québec, de sa culture et de sa population. Les candidats doivent (1) enseigner le français ou être responsable de l’encadrement de professeurs de français; (2) maîtriser le français écrit et oral; (3) être citoyens ou résidents des États-Unis; (4) être membres de l’AATF; et (5) fournir l’original d’un certificat de naissance ou une copie certifiée.

Le stage est offert à l’Université Laval (Québec) ou à l’Université de Montréal. Le MRIQ attribuera les affectations en tenant compte, lorsque possible, de la préférence exprimée par le candidat.

Le programme du stage comprend trois volets: linguistique (production et correction de points de grammaire adaptés aux besoins des étudiants et production et correction phonétique en laboratoire), didactique (ateliers pratiques permettant d’exploiter différentes stratégies d’enseignement, observation de classes d’immersion en français, du niveau élémentaire au niveau supérieur et tables rondes favorisant les échanges professionnels) et culturel (conférences données par des spécialistes touchant les volets historique, linguistique, littéraire, politique et social du Québec et sorties à caractère pédagogique, culturel et social).

La bourse couvre les frais d’inscription et de scolarité du stage, l’hébergement en résidence universitaire, une somme forfaitaire de 150$ Can. destinée à couvrir partiellement les frais de repas, l’accueil à l’aéroport. Le transport du lieu de départ au lieu du stage, les dépenses personnelles et une franchise de 50$ Can. pour le recours à l’assurance sont à la charge des boursiers. Cinq bourses seront offertes, une par région correspondant aux circonscriptions des délégations du Québec aux USA. Voir la page 33 pour les renseignements concernant les candidatures.

Chaque professeur s’engage, dans les 12 mois qui suivent le stage, à présenter une communication sur son expérience dans le cadre d’une rencontre d’enseignants au niveau local, régional ou national ou de publier un article dans une revue professionnelle sur son expérience au Québec.

SPECIAL SUBSCRIPTION OFFER
LE FRANÇAIS DANS LE MONDE CONTINUED

The special offer for AATF members to subscribe to Le Français dans le monde has been continued. The review is now the official publication of the Fédération internationale des professeurs de français (FIPF) and is published by CLE International. The AATF has negotiated a special subscription rate for AATF members. Each year more than 500 AATF members have taken advantage of this special offer.

Members have two subscription options. For a yearly subscription payment of $53, you can receive six issues of Le Français dans le monde plus two accompanying CDs as well as two special issues of Francophonie (a savings of $76 over regular subscription rates). For a yearly subscription payment of $63, you can again receive six issues of Le Français dans le monde with two accompanying CDs, two special issues of Francophonie, and, in addition, two issues of the more research oriented Didactique “Recherches et Applications” (a savings of $79 over regular subscription rates).

To facilitate the process, AATF members may pay the AATF at the same time they make their annual dues payment, and we will handle the transfer to CLE International. Subscriptions may be obtained by filling out the appropriate space on your 2006 dues renewal invoice which was mailed to all AATF members in early October. Those who subscribed for 2005 may renew their subscription in the same way. It can take several weeks to process these subscriptions. Therefore, it is important to send your renewals as early as possible.

Consult the Web site at [www.fdlm.org] for more information. We hope that many AATF members will take advantage of this opportunity to receive Le Français dans le monde at a 40% savings. Please note that subscriptions will not be accepted after May 31 for any given calendar year.

To communicate address changes, contact [fdlm@fdlm.org].

REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform Le Français dans le monde directly. The AATF cannot keep track of and communicate these changes. Use the form on page 20 to notify the AATF or send an e-mail to [ahanson@siu.edu], AND send any address changes for Le Français dans le monde to [fdlm@fdlm.org].
LA FRANCE DIVISÉE

This 36-min. documentary film explores the two sides of France during World War II: the collaboration with the Vichy government as well as the courage of many Righteous Gentiles and members of the Resistance. It also includes interviews with seven French people: a Holocaust survivor, three child survivors, two historians, and a leader of the French Resistance. Each interviewee presents a very different account of his/her experiences. The film concludes with actual footage of two historic apologies from the French government and Catholic Church. President Jacques Chirac publicly apologized for France’s role in the deportation of Jews (1995), and Bishop Olivier de Berranger apologized for the silence of the French Catholic Church and asked for forgiveness (1997). Written, produced, and directed by Barbara P. Barnett and Eileen M. Angelini. Recommended for high school or college.

Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; fax: 618-453-5733. Prices include postage and handling.

La France divisée (DVD with French, English, and no subtitles) _____ copy (ies)
La France divisée (VHS in French with English subtitles) _____ copy (ies)
La France divisée (VHS in French with no subtitles) _____ copy (ies)
Study Guide (20-page workbook accompanying the program) _____ copy (ies)

$25 (member)/$30 (nonmember)

Total enclosed _________

_____ Check enclosed. Make check payable to AATF.
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AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

An official AATF membership card is available to members. To obtain one, send a postcard to: AATF Membership Card, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The card may help travelers to France obtain reduced entrance fees to national monuments and museums. Chapter treasurers can order cards in bulk for distribution to their members.

American Association of Teachers of French
M., Mme/Mlle
est membre de l’Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s’y attachent.
Fait à Carbondale, Illinois, États-Unis d’Amérique le ____________ pour servir et valoir ce que de droit.
_______________________________
La Secrétaire générale

ADVOCACY

• Information about the most effective way to advocate for foreign language programs
• Links for language-related Congressional testimony
• Federal government grant opportunities

Check out the JNCL-NCLIS Web site at www.languagepolicy.org

CALENDRIER PERPÉTUEL

On what day... • did the 1976 Olympic Games in Montreal open? • was the Statue of Liberty inaugurated? • did Léopold Sédar Senghor die? • did Haiti declare its independence? • was Victor Hugo born?

These and many other facts regarding the French-speaking world are listed on the Calendrier perpétuel for every day of the year. A complete index of people and events and a Teacher’s Guide are included. Newly revised and expanded. See page 38 for more information.

Answers: 17 juillet 1976; 1er janvier 1804; 20 décembre 2001; 26 février 1802; 28 octobre 1886.

July 5-8, 2006, Milwaukee
Watch for updates on our Web site: www.frenchteachers.org

Vues sur le monde francophone: culture et société
CALENDAR OF EVENTS

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, February 16-18, 2006, Orlando, FL. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (707) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.valdosta.edu/scolt].

GEORGETOWN UNIVERSITY ROUNDTABLE ON LINGUISTICS, March 3-5, 2006, Washington, DC. Information: Kendall King, Department of Linguistics, Georgetown University, Box 571051, 37th and O Streets NW, Washington, DC 20057-1051. Telephone: (202) 687-5956; E-mail: [akk25@dickson.georgetown.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 9-11, 2006, Chicago, IL. Information: Patrick T. Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-0251. Telephone: (414) 405-4645; Fax: (414) 276-4650. E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, March 15-19, 2006, Tampa, FL. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [conventions@tesol.org]; Web: [www.tesol.org].

OHIO FOREIGN LANGUAGE ASSOCIATION ANNUAL CONFERENCE, March 30-April 1, 2006, Toledo, OH. Information: [www.ofla-online.org].

20TH-21ST CENTURY INTERNATIONAL COLLOQUIUM ON FRENCH AND FRANCOPHONE STUDIES, March 30-April 1, 2006, Miami, FL. Information: David Ellison, Department of Foreign Languages and Literatures, University of Miami, Coral Gables, FL 33124; E-mail: [dre@miami.edu]; Web: [www.fl.miami.edu/llf/20thconf/].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 30-April 2, 2006, 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: [ncctfl@dickinson.edu]; Web: [www.dickinson.edu/ncctfl].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 8-12, 2006, San Francisco, CA. Information: AERA, 1230 17th Street NW, Washington, D.C. 20036-3078. Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [www.aera.net].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING, April 27-29, 2005, Phoenix, AZ. Information: Jody Klopp, Executive Director, 713 Rock Hollow Road, Edmond, OK 73034; Telephone: (405) 330-1318; Fax: (405) 340-0923; E-mail: [jklopp@cox.net]; Web: [www.swcolt.org].

INTERNATIONAL READING ASSOCIATION, April 30-May 4, 2006, Chicago, IL. Information: International Reading Association Headquarters, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; Telephone: (302) 731-1600; Fax: (302) 731-1057; Web: [www.reading.org].

COMPUTER-ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO), May 16-20, 2006, Honolulu, HI. Information: CALICO, Southwest Texas State University, 214 Centennial Hall, 601 University Drive, San Marcos, TX 78666; Telephone: (512) 245-1417; Fax: (512) 245-9089; E-mail: [info@calico.org]; Web: [www.calico.org].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS, June 17-20, 2006, Montreal, CA. Information: AAAL, 3416 Primm Lane, Birmingham, AL 35216; Telephone: (205) 824-7700; Fax: (205) 823-2760. E-mail: [aaaloffice@aaal.org]; Web: [www(aaal.org).]

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 5-8, 2006, Milwaukee, WI. Information: Jayne Abrate, Executive Director, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [aaf@frenchteachers.org]; Web: [www.frenchteachers.org].

SOUTH DAKOTA WORLD LANGUAGES ASSOCIATION (SDWLA) CONFERENCE, October 19-20, 2006, Sioux Falls, SD. Information: Dr. Maria Ramos, Department of Modern Languages, South Dakota State University, Box 2275, Brookings, SD 57005-0494; E-mail: [maria.ramos@sdsstate.edu]; Web: [www.frenchteachers.org].

AMERICAN TRANSLATORS ASSOCIATION, November 2-5, 2006, New Orleans, LA. Information: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; Telephone: (703) 683-6100; Fax: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [www.atanet.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 17-19, 2006, Nashville, TN. Information: ACTFL, 700 South Washington Street. Suite 210, Alexandria, VA 22314; Telephone: (703) 894-2900; Fax: (703) 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING, November 17-19, 2006, Nashville, TN. Information: Mary Lynn Redmond, NNELL, P.O. Box 7266, AWA

Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; E-mail: [nnell@wf.edu]; Web: [www.nnell.org].

REMEMBER TO RENEWING MEMBERS: CONTRIBUTE TO THE AATF KATRINA FUND

Please remember that all Fund for the Future contributions received this year will be used to help the 88 AATF members and their schools who were victims of Katrina. The money will be used for resources to help teachers and schools reestablish French programs. If you have already renewed, you can simple enclose a check made out to the AATF and labeled “Katrina Fund.”

If you would like to make an kind-of donation of books, resource materials, etc. or if you are a teacher in need, please go to the AATF Web site at [www.frenchteachers.org] and submit your donation or request.

AATF SEeks NOmInATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region I (Greater New York), Region III (New York State), and Region V (South Atlantic–AL, FL, GA, LA, MS, NC, SC, TN) for a three-year term, 2007-2009.

Nominations must be members in good standing of the AATF and reside within the region that will be electing a representative. Nominations may come from members or from chapters, including those outside the nominee’s own chapter.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Jean-Pierre Berwald, [berwald@frital.umass.edu] by March 1, 2006. The committee will contact nominees to submit their curriculum vitae and a personal statement.
REMINDER: IMPORTANT DEADLINES AND DATES

February 1    Deadline for nominations for the AATF Excellence in Teaching Awards (see page 35)
February 21-28 National French Contest for Elementary School (see page 2)
February 24    Deadline for submitting FLES* Poster Contest Entries to Chapter Presidents (see page 26)
February 28    Deadline for receipt of nominations for editor of the Modern Language Journal (see page 24)
March 1        Deadline for receipt of applications for 2006 AATF Summer Scholarships (see page 33) and Small Grants (see page 22)
March 1        Deadline for submissions to Nominating Committee for Regional Representative positions (see page 51) and Vice-President (see page 5)
March 1-25     National French Contest for Middle/High Schools (see page 2)
March 15       Deadline for receipt of applications for the Walter Jensen Scholarship (see page 37)
March 31       Deadline for submissions for Sartre Conference (see November issue)
April 1        Deadline for submissions for some MLA Prizes (see November issue)
May 1          Deadline for submissions for some MLA Prizes (see November issue)
June 2         Deadline for reserving rooms at the Milwaukee Hyatt (see page 22) and for Milwaukee Convention Pre-registration

AATF BOOK CLUB
SELECTIONS FOR 2006

The theme for the AATF Book Club in 2006 is Literature and Film in anticipation of the 2006 Special Issue of The French Review on Francophone cinema and of the 2006 Convention (Milwaukee, July 5-8), which will feature sessions on film. Author Azouz Begag is the keynote speaker for the conference and will host a showing of Le Gone du Chaâba.

Une Partie de campagne by Guy de Maupassant / film: Partie de campagne, by Jean Renoir
Le Gone du Chaâba by Azouz Begag / film by Christophe Ruggia
Une si longue lettre by Mariama Bâ / films by Ousmane Sembene’s Xala, Faat Kiné (and Moolaadé), if it is released on DVD early enough) and Moussa Sene Absa’s Tableau Ferraille.

All three books (including the Ellipses edition of Une Partie de campagne) can be ordered from French & European Publications, Inc./ Librairie de France. E-mail: [livresny@aol.com]; Tel: 212 581-8810; Fax: 212 265-1094. Contact person: Emanuel Molho. You will receive a 20% discount if you mention that you are a member of AATF when ordering.

Michèle Bissière, Associate Professor of French at the University of North Carolina at Charlotte, is directing the AATF Book Club this year. [mhbissie@email.uncc.edu]