



American Association of Teachers of French

NATIONAL BULLETIN

VOLUME 29 NO. 3 JANUARY 2004

LETTER FROM THE PRESIDENT



Margot M. Steinhart, President

It is with a sense of determination and respectful humility to advance our profession that I accept your trust in electing me as your new president. The humbleness, as well as appreciation, comes from the opportunities I have had to work with several presidents of our association and two executive directors, whose many contributions have been both admirable and inspirational. The determination stems from my desire to support the efforts of many colleagues who share my passion for French and who are committed to promoting French-language and Francophone studies, to enhancing the level of instruction, and to developing their own leadership potential in a climate where the utility of our efforts is sometimes called into question.

Having recently returned from an exchange program that included teaching English grammar and composition to college-age students in Sweden and traveling in Europe during the fall term, I noted with interest how conversations with Europeans, television broadcasts, and newspaper articles quickly turned to American political policy, to terrorism in general, and to Franco-American relations. I know that many of you have been called upon to explain the French posture vis-à-vis America and even to defend the value of teaching French in the U.S. The stories of Francophobia and Americanophobia that have abounded in the past year have undoubtedly made us feel uncomfortable and defensive. Observations by His

Excellency Jean-David Levitte, French Ambassador to the U.S., in the September 2003 issue of the *AATF National Bulletin*, and by various Francophiles, do provide us with a reassuringly long-range view to share with our students and the public: Ambassador Levitte described the frenzy as “un orage passager,” and others, as “a lover’s spat.”

While the hostile atmosphere may be the first blow in the twenty-first century felt by French teachers, who proclaim with pride the importance of studying French, this phenomenon on both sides of the Atlantic has occurred before. Reading about strained French-American relations in the twentieth century in Richard F. Kuise’s *Seducing the French: The Dilemma of Americanization* (Berkeley: University of California Press, 1993), I note with interest that the history of unfortunate cultural misunderstandings and perceptions is repeating itself. As we watch the ebb and flow of political tensions in this century, we, as French teachers, need to remain focused on our mission and devote our time, efforts, and resources to fulfilling this task. The AATF’s charge is to strengthen cultural and linguistic attachments between societies, not to justify policies or politics of governments

Having taught more than 30 years in French classrooms at the high school level (and middle school level) and now at the post-secondary level, I am very conscious of the need to bridge the gap between needs and expectations of the various segments of our members. It is essential that we value the commonalities and address the differences in ways that make the profession stronger, enhance learning experiences, and contribute to a spirit of solidarity.

When I drafted the candidate’s statement for the AATF presidential election, I identified a six-point agenda to reflect our mission. I’d like to repeat that plan as a challenge and as a call to service for those ready to respond. I see the role of AATF, whose mission is the promotion and support of the study of French and Francophone languages, literatures, and cultures, as multifaceted:

- Assessing, articulating, and respon-

ding to the shared and distinct needs of a membership which spans the gamut of elementary, secondary, and post-secondary colleagues;

- Working with other organizations that have the human and financial resources to facilitate curriculum innovation, teacher training, and professional development for our membership;
- Creating training models and materials for chapters to adapt to meet local needs, e.g., advocacy training, professional development, and leadership;
- Facilitating chapter and member networking and mentoring
- Disseminating information about resources and professional opportunities;
- Providing opportunities for members to develop and exercise leadership skills within the AATF and then recognizing those contributions.

AATF has begun and sustained many significant initiatives that benefit our members and our mission. However, the goal requires nonstop effort, creativity, and collaboration in our pursuit of providing the

Inside this issue

AATF Commissions	2
Fund for the Future	4
National Board Certified Teachers	4
Executive Council	5-6
AATF Scholarships	7
Jensen Study Abroad Scholarship	8
Outstanding Senior Award	8, 10
Ludwig Teaching Awards	11
Region V Report	13
Chapter News	14-16
<i>Salut les jeunes</i>	17
AATF Small Grants	19
Promotion in Motion	18-19
FLES* Poster Contest	20
<i>Le Carrefour culturel</i>	21-22
Nouvelles des services culturels	23
Members’ Notes	24
Atlanta Convention Highlights	25, 27
<i>Mots chassés</i>	26
Zachary Richard to Perform in Atlanta ..	29
Election Results	29
Academic Credit for Atlanta	31
Year of Languages	31
Materials Center	34

tools and resources that French teachers need to be continuously effective. I am inviting you and all members of AATF to share reflections on moving closer to our goals, on responding to the needs of members, and on identifying potential resources and to offer time in collaborative efforts. Please send me suggestions and offers to be involved in responding to our mission.

As New Year's resolutions are being made, I recommend that attending the 77th Annual AATF Conference in Atlanta in July be on your list. Jean-Pierre Piriou, President of the Organizing Committee, has been working toward this combined conference with the *Fédération internationale des professeurs de français* for the past four years. Through his efforts and those of Christopher Pinet, Co-President of the Program Committee, and of Jayne Abrate, President of the Local Committee, the conference, whose theme is "Le Français: le défi de la diversité," promises to be a unique opportunity to meet other colleagues who teach French all around the world. What a wonderful occasion to demonstrate American hospitality! I especially want to make chapters aware of a gathering of AATF chapter presidents or their delegate(s) for an exchange of ideas during the conference. Chapters should plan to send a representative to Atlanta.

As I extend my own greetings for a satisfying and fulfilling New Year, I would also like to thank Jean-Pierre Piriou, who, through leadership skills and much wit, pressed forward with the agenda of AATF during the past three years and has set a model for the next president and executive council.

Margot M. Steinhart

Margot M. Steinhart
President
[m.steinhart@sbcglobal.net]

**MARK YOUR
CALENDAR!
2004 ATLANTA!**

Attend the AATF convention as we again join forces with the *Fédération internationale des professeurs de français*.

French teachers from over 120 countries coming together.

AATF NATIONAL COMMISSIONS

Commission on Community Colleges

Denise McCracken, Chair
St. Charles County Community College
4601 Mid Rivers Mall Drive
St. Peters, MO 63376
E-mail: [dmccracken@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

Gladys Lipton, Chair
P.O. Box 2632
Kensington, MD 20852
Fax: 301-493-5232
E-mail: [flestarlipton@erols.com]

Commission on French for Business and International Trade

Eileen Angelini, Chair
Philadelphia University
4201 Henry Avenue
Philadelphia, PA 19144-5497
E-mail: [angelinie@philau.edu]

Commission for the Promotion of French

Joyce Beckwith, Co-Chair
Wilmington High School
Wilmington, MA 01887
E-mail: [jbeckwith@wilmington.k12.ma.us]

Jacqueline Thomas, Co-Chair

Dept. of Languages and Literatures

Mail Sort Code 165
Texas A&M University-Kingsville
Kingsville, TX 78363
E-mail: [j-thomas@tamuk.edu]

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. Gadbois, Chair
86 East Street
Southampton, MA 01073
E-mail: [nancygadbois@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

Michèle Magnin, Chair
Dept. of Modern Languages
University of San Diego
San Diego, CA 92110
E-mail: [mmagnin@sandiego.edu]

Volume 29 Number 3

AATF NATIONAL BULLETIN

January 2004

Editor: Jane Black Goepper, Cincinnati, Ohio

Reading Committee: Therese C. Clarke, Dept. of Modern and Classical Languages, Buffalo State University, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206; e-mail: [jbg@fuse.net]. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Periodicals postage paid at the Carbondale, IL Post Of-

ice. Office of Publication: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.

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

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

Chers Collègues,

Bonne année 2004! Il est difficile de croire qu'on a fêté l'an 2000 il n'y a pas si longtemps que ça!

Les préparatifs pour le congrès d'Atlanta avancent bien. Le Comité thématique a reçu plus de 750 propositions soumises par des gens venant de plus de 80 pays. Nous avons envoyé les lettres d'acceptation en décembre et acceptons maintenant les inscriptions. Nous vous invitons à consulter le site web du congrès [www.2004atlanta.org] pour avoir les renseignements les plus à jour concernant le congrès. Le formulaire d'inscription est maintenant en ligne, et il y a une importante réduction pour ceux qui s'inscrivent avant le 1^{er} mars 2004. Voir la liste des points forts du congrès à la page 25. Nous vous signalons que le formulaire d'inscription au congrès paraîtra comme d'habitude dans le *National Bulletin* du mois d'avril, mais si vous voulez profiter de cette réduction, vous trouverez le formulaire en ligne ou vous pouvez nous demander une copie. Notez que l'inscription au Déjeuner d'honneur de l'AATF, pour recevoir un crédit universitaire et pour la liste des camarades de chambre se font séparément cette année, parce que ces trois possibilités ne sont offertes qu'aux membres de l'AATF (Voir le formulaire à la page 27).

Nous sommes ravis que le grand chanteur cadien Zachary Richard (voir page 29) ait accepté d'ouvrir le congrès avec un concert le soir du 19 juillet. Vous pouvez avoir plus de renseignements sur Zachary et sa musique en visitant son site web [www.zacharyrichard.com]. Zachary travaille également avec une association qui s'appelle Action Cadienne [www.actioncadienne.org] dont l'objectif est la préservation de la langue française en Louisiane. Il a réalisé un documentaire, *Contre vents, contre marées (Against the Tide)*, qui trace l'histoire du peuple cadien et que vous avez peut-être vu sur une chaîne de PBS. Le documentaire est maintenant sorti sur DVD. Vous pouvez avoir plus de renseignements en consultant le site de Zachary.

Nous espérons que les membres de l'AATF viendront nombreux à Atlanta pour accueillir les professeurs de français du monde entier. Dans cette période difficile, il est important de faire un geste pour promouvoir la tolérance et la compréhension aussi bien que l'appréciation d'autres cultures par le biais du français. Encore cette année, il y aura un numéro spécial de la *French Review*, cette fois-ci consacré à la Francophonie en l'honneur du congrès mondial. Nous

remercions Christopher Pinet, Rédacteur en chef et Co-président du Comité thématique, et son équipe d'avoir réalisé ce témoignage pour le congrès.

Chaque année dans le *National Bulletin* du mois de novembre, nous reconnaissons les membres de l'AATF qui ont offert leur soutien à l'association en faisant une contribution au *Fund for the Future*. Beaucoup d'entre vous ont fait pareil avec vos cotisations de 2004, et nous vous demandons d'augmenter votre cotisation d'une contribution supplémentaire. Nous avons établi différents niveaux de contribution pour ceux qui font un don à l'AATF par testament (voir page 4). Nous remercions sincèrement Geraldine O'Neill, ancienne déléguée régionale pour l'agglomération de New York, Jo Ellen Sandburg, membre du Chapitre de Chicago/Northern Illinois, et Gladys Lipton, ancienne présidente, d'avoir fait ce geste et nous vous invitons tous à penser à l'AATF quand vous faites ou mettez à jour votre testament.

Nous tenons à féliciter les membres de l'AATF qui ont été certifiés par le *National Board for Professional Teaching Standards* en 2003. On a annoncé les noms au mois de novembre, et vous trouverez la liste des membres de l'AATF à la page 4. Ce programme de certification des professeurs est une activité très valable du point de vue personnelle et professionnelle et entraîne souvent des récompenses au niveau de l'école ou de l'état. Pour plus de renseignements et pour vous inscrire en 2004, consultez le site web à [www.nbpts.org].

Nous vous signalons que l'AATF sera présent dans les différents congrès régionaux, Central States, Northeast Conference et SCOLT. Passez au stand ou assistez aux sessions données par les membres de l'AATF.

L'équipe du Grand Concours s'apprête à une autre année réussie. En 2003, il y avait plus de 95.000 élèves qui ont participé. Souvenez-vous que l'inscription au Grand Concours se passe au niveau des chapitres. Consultez le site web à [www.frenchteachers.org] pour avoir le nom de votre administrateur local. Rappelez à vos collègues non-membres de l'AATF qu'il y a une réduction dans le prix d'inscription pour les élèves des membres. Aidez-nous à dépasser les 100.000 en 2004.

Je vous souhaite à toutes et à tous une très prospère et heureuse année 2004.

Jayne Abrate
Secrétaire générale
[abrata@siu.edu]

SPECIAL SUBSCRIPTION OFFER TO 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 CLÉ International. The AATF has negotiated a special subscription rate for AATF members. More than 500 AATF members took advantage of this special offer in 2002 and 2003.

Members have two subscription options. For a yearly subscription payment of \$50, 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 \$60, 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 2004 dues renewal invoice which will be mailed to all AATF members in early October. Those who subscribed for 2003 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.

The editor of the new *Français dans le monde* is Françoise Ploquin who was assistant editor under the previous editor in chief and honorary AATF member Jacques Pécheur. The editorial team is planning several themed issues and encourages submissions from French teachers around the world. Consult the Web site at [www.fdlm.org] for more information. AATF President Jean-Pierre Piriou serves on the Advisory Board, and Christopher Pinet, Editor in Chief of the *French Review*, serves on the Editorial Board of *Le Français dans le monde*.

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@vuefr.fr],

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 three 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 BENEFACTOR:

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 BENEFACTOR: 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 BENEFACTOR: 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 BENEFACTOR: 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 2003 is deductible on your 2003 income tax return.

•••••

**ATLANTA
CONVENTION
JULY 19-23, 2004**

49 AATF MEMBERS RECEIVE NATIONAL BOARD CERTIFICATION

This year, the second 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:

Sally Adkinson Nathan (VA)
Lynn Aertker (LA)
Mitzi Bayne (GA)
Janice Biby (CA)
Elizabeth Bunting (IN)
Richard Chivers (SC)
Beverly Chivers (SC)
Rebecca Christenberry (FL)
Terri Coke (KY)
Jacquelynn Collins (WI)
Linda Cotsford (SC)
Melissa Lynn David (MN)
Daniel Desmond (MD)
Margaret Dolan (WV)
Richard Dubois (NC)
Marjorie Duus (NY)
Julie Frost (IL)
William Gautreaux (LA)
Anita Greenwood (LA)
Jacob Henry (NC)
Gail Hetler (CA)
Patricia Hodge (UT)
Sandrina Isebaert (LA)
Anne Jensen (CA)
Teri Knight (WI)

Andea La Combe (DE)
Christine Lindberg (CA)
Sylvie Little (NC)
Phyllis Loiacono (GA)
Sheila Mansier (FL)
Gloria Marie Martineau (SC)
Judith McDermott (FL)
Judy McFarlin Fritz (GA)
Harvey Morrow (NC)
Lisa Myhre (WI)
Nicole Naditz (CA)
Paul Newhouse (MD)
Kathleen Rhodes (NC)
Laura Rogers (NC)
Georgette Schmidt (NY)
Paula Shewmake (WI)
Bernadette Takano (OK)
Lisa Tamiso (NY)
Micki Taylor (OK)
Manuelita Tietz (AL)
Barbara Ward Knowles (NC)
Kim Nadine Young (NC)
Becky Youngman (FL)
Carol Zimmerman (NC)

If you are interested in pursuing National Board Certification in 2004, 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!

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 personnel or 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 about it.

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 [www.frenchteachers.org].

2004 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.steinhardt@sbcglobal.net]

Jayne Abrate

(Ph.D. Purdue), Executive Director, 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]



Past-President **Jean-Pierre Piriou** (Ph.D. University of Virginia) is Professor of French and Francophone Studies at the University of Georgia. He is a specialist in contemporary French literature and Francophone literature and civilizations. He has authored and edited numerous books and articles and is an *Officier dans l'Ordre des Palmes académiques* and President of the American Society of the French Academic Palms (ASFAP). He is also chair of the AP National Test Development Committee. E-mail: [jppiriou@uga.edu]



Brenda Benzin, in her second term as Vice-President, is Adjunct Professor at Buffalo State College and taught for many years at Kenmore East High School (NY). She is Chair of the AATF Commission on High Schools, President of the Western New York Chapter, and was instrumental in the development of the *Forward with French* video. She has also served as Region III Representative and Secretary-Treasurer of her chapter. E-mail: [bbenzin@aol.com]



Vice-President **Éliane Kurbegov** (M.A. Hunter College) teaches French at Dr. Michael Krop High School in Miami, FL. She has served as President and Vice-President of the Florida Chapter. In 1992 she was chosen as the Florida Foreign Language Association Teacher of the Year. She has served as an AP reader and consultant and is a *Chevalier dans l'Ordre des Palmes académiques*. She earned National Board Certification in French in 2002. E-mail: [ekurbegov@aol.com]



Newly-elected 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]

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, Villejuif. He is a *Chevalier dans l'Ordre des Palmes académiques* and teaches at Montana State University. E-mail: [umicp@montana.edu]



Clyde Thogmartin (Ph.D. University of Michigan), Managing Editor of the *French Review*, is the son of a printer who grew up in Kansas with the intention of becoming a journalist. Instead, he changed his major to French, although he has always managed to incorporate his love of journalism into his work in French. He is a professor at Iowa State University and is the author of a book entitled *The National Daily Press of France*. E-mail: [cthogmar@iastate.edu]

Jane Black Goepper, Editor of the *National Bulletin* for 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]



Sidney L. Teitelbaum is a former teacher of French and Superintendent of Schools. Since 1969 he has served as the Director of *Le Grand Concours*. He has been a member of the AATF Executive Council since 1980. Sid is a *Chevalier dans l'Ordre des Palmes académiques*. In addition, he is a member of the Executive Board of the Sarasota Opera as well as Secretary of both its Executive Board and Board of Directors. E-mail: [sidteit@webtv.net]

Myrna Delson-Karan (Ph.D. NY University), Region I (Metropolitan New York) Representative, re-elected to a second term, served for many years as the Education *attachée* for the government of Quebec in New York City. She now teaches at Fordham University. She received the ACTFL Nelson Brooks Award for Teaching Culture (2000) and is a *Commandeur dans l'Ordre des Palmes académiques* and received the *Ordre des Francophones d'Amérique*. She is a specialist on *Québécois* author Gabrielle Roy. E-mail: [delsonkaran@yahoo.com]



Ann Sunderland, in her second term as Region VII (West Central) Representative, has taught at Truman High School (MO) for more than 20 years. She recently completed a two-year term as President of the Foreign Language Association of Missouri and has also served as its Vice-President and Conference Chair. Ann is especially interested in *la Francophonie* and has received fellowships to Morocco, Senegal, and the islands of the Indian Ocean. E-mail: [mmesunderland@sbcglobal.net]



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]



Helen Lorenz, Region VIII (Southwest) Representative, taught at the Hockaday School in Dallas for 27 years, 22 as Language Department Head. She is an AP consultant, has served as reader and member of the AP Test Development Committee, and has directed several AP institutes and workshops. With a colleague, she established an Academic Alliance in North Texas. E-mail: [helenlor4@yahoo.com]

David Graham, newly-elected 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]



Suzanne Hendrickson (Ph.D. Washington University), newly-elected after having filled an unexpired term as Region IX (Pacific) Representative, is Lecturer, TA Supervisor, and Coordinator of lower-division French at Arizona State University. She has served as President of the Arizona AATF Chapter and has been active in a number of professional organizations, the state foreign language standards project, and has directed several study abroad programs at ASU. E-mail: [sue.hendrickson@asu.edu]



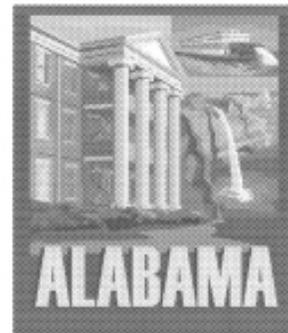
Diana Regan (M.A. Temple University), Region IV (Middle Atlantic) Representative, was French teacher and department head in the Philadelphia school system for 35 years. She is currently teaching college French and supervising student teachers. She has served as Secretary/Treasurer, Vice-President, and President of the Philadelphia Chapter and has been involved in numerous local and state standards committees. Diana is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [dregan10@aol.com]



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: [draquidel@uscs.edu]



Valérie Lastinger (Ph.D. University of Georgia), Region VI (East Central) Representative, teaches at West Virginia University. She has served as the West Virginia Chapter President. Valérie has received a number of research grants and fellowships and is Associate Editor and Review Editor for the journal *Women in French Studies*. E-mail: [vlasting@wvu.edu]



2004 SCOLT/AAFLT Conference

Southern Conference on Language Teaching
and the

Alabama Association of Foreign Language Teachers
Mobile, AL

Adam's Mark Hotel
March 18-20, 2004

SCOLT Website: www.valdosta.edu/scolt

Theme: *Assessment Practices in Foreign Language Education*

Contact: Lynne McClendon,
SCOLT Executive Director
lynnemcc@mindspring.com

Application deadline: Monday, February 16, 2004

Université de Montréal

The *Université de Montréal* is offering one summer scholarship in 2004 to an AATF member to attend one of its three-week programs. The scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

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

The scholarship recipient will be responsible for all transportation costs, meals, for personal and incidental expenses, insurance, and for fees covering certain socio-cultural activities offered through the program.

The scholarship recipient may choose one of two sessions. The intensive courses available during the first session (July 5-23) include: *Communication orale, Communication écrite, or Atelier d'enseignement du français langue seconde*. The second session (July 26-August 13) includes: *Communication orale, Culture et société: Québec contemporain*.

Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

For further information on the program at the *Université de Montréal*, candidates are invited to contact: **Nicole Lavergne**, *Université de Montréal, Faculté de l'éducation permanente, École de Français, C.P. 6128, succursale A, Montréal, Québec H3C 3J7*; Tel: (514) 343-6179; FAX: (514) 343-5984.

AATF French Government Scholarships

The French Cultural Service is offering AATF members scholarships for study in France during the summer 2004. More information will be available on the AATF Web site at [www.frenchteachers.org] as it becomes available.

AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships to the University of Mons for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 2004. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees.

Vol. 29, No. 3 (January 2004)

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 2005 AATF conference in Quebec City. (See announcement on p. 22).

Université du Québec à Chicoutimi

The *Université du Québec à Chicoutimi* is again offering one summer scholarship in 2004 to an AATF member to attend a 3-week French immersion program. 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 scholarship 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.

The recipient can choose one of the following two programs:

- July 4-24 (3-week language program)
- July 4-24 (3-week program on approaches to teaching languages)

Université Laval

The *École des langues vivantes de l'Université Laval* is again offering a summer scholarship to an AATF member. The scholarship is offered as part of the «Stage de perfectionnement en enseignement du français, langue seconde ou étrangère» which will take place from July 5-23, 2004. 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.

Eligibility

Applicants for all of the scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 2003-2004. Preference will be given to members who have been in good standing since January 1, 2001.

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 (1999-2003) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2004-2005, 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 Quebec, as indicated above.

Selection Process

The applications will be reviewed by a national committee and the decision will be announced in late March 2004. A number of factors will be weighed in the selection process:

- clarity and specificity of the candidate's statement;
- reasons for applying and level of French as evidenced on the cassette tape (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment (number of French classes and number of students impacted);
- 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.

- 1) Complete both sides of the application form, including the signature on the second side, and attach additional pages to the application.
- 2) Request that two letters of recommendation 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, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.**

5) The application must be **postmarked by February 16, 2004**, to be considered for the scholarship. Incomplete applications will not be considered.

AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. Any public or private secondary school 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 in a given school, 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;
- 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;
- 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 teacher.

Only one student per school per year will be accepted.

Students will receive a special certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal, 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 High School Senior in French medal.

The nomination form is on page 13 and is posted on the AATF Web site at [www.frenchteachers.org].

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 2003-2004.

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 sponsored 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, 2004.**

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 34 for more information.

AATF MEMBERSHIP DRIVE 2004

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 3-for-1 incentive to current members to recruit new members. If the current member can get three new members to join, his or her 2004 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 2004, 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!

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 32 to notify the AATF or send an e-mail to [akwalsh@siu.edu], AND send any address changes for *Le Français dans le monde* to [fdlm@vuef.fr].

DVDS IN FRENCH

In the 1980s, as films became available on video cassette, teachers of French discovered they had a valuable resource for use in the classroom. Now, as DVDs replace VHS cassettes, instructors have at their disposal an even greater amount of useful material.

New titles appear on DVD almost every week in the U.S. (in NTSC or Zone 1 format) and in France (in PAL or Zone 2 format). Disks from Zone 2 cannot be played on standard American equipment. A code-free or region-free player is necessary. These are generally not available in stores but can be purchased on line. One reliable site which I have used is [www.regioncodefreedvd.com]. It offers top-of-the-line machines for reasonable prices. For other sites and price comparisons, visit [www.froo.com]. Region-free players can usually play disks from all zones on American television sets. At present, there do not seem to be any legal problems with code-free players especially for fair-use or educational purposes. Go to [www.ipjustice.org] for more information on this subject. Finally, it is possible to play Zone 2 disks on a computer DVD player. You can switch zones up to five times, but after the fifth time, the circuitry will lock in the player to the region chosen for the fifth use. If it was Zone 2 DVD, your computer will no longer accept works from Zone 1. So caution is advised if you play Zone 2 disks on a computer.

DVDs offer many advantages over traditional cassettes. The most obvious include superior image and sound and a full-screen version of the movie. Many disks, but by no means all, have special supplements or "extras," subtitles that one can turn on and off, deleted scenes, interviews with and commentary by the director and actors. One especially useful feature on some works is subtitles or captions in French (intended for *les malentendants*) which you can display or conceal and which allow you to eliminate English altogether. Finally, using the right software, you can capture stills and download clips from a DVD in a variety of formats. Stills and clips can enhance what might be a routine lesson or presentation.

DVDs from the U.S. are available from many sources. Two suppliers with extensive inventories of films in French are [www.amazon.com] and [www.facets.org]. DVDs from France may be ordered with confidence from these sites: [www.fnac.com], [www.amaazon.fr], [www.cinestore.com], and [www.alapage.com]. Before purchasing works from France, you will want to ask about subtitles,

supplimentary material, and price. In this regard, the Amazon sites are particularly helpful; [www.amazon.com] and [www.amazon.fr] give you complete technical information about disks from Zone 1 and Zone 2. Is it really worth ordering a DVD from France when the same title may be available (and probably for less money) in the U.S.? The Amazon sites will allow you to make comparisons and informed choices.

As you might expect, many DVDs come out in France and never appear in the U.S. This is especially true of films and series made for television. Since many of the best fiction films and documentaries are now being made for French television, one must pay attention to this sector. On the other hand, many works—both old and new—have been published in the U.S. Several collections (notably MGM and Criterion) stand out. In this column, I will focus on those DVDs (not only from the U.S. and France but from all Anglophone regions and countries) which may be of interest to teachers and students of French at all levels. I will make a special effort to point out noteworthy disks which might be overlooked or are not very well publicized.

If you are beginning or expanding a DVD library, you should consider the collections edited by MGM and Criterion. MGM [www.mgm.com/video] has many popular French films, including those based on books by Marcel Pagnol: *Jean de Florette*, *Manon of the Spring* (*Manon des sources*), *My Father's Glory* (*La Gloire de mon père*), and *My Mother's Castle* (*Le Château de ma mère*). They also have Truffaut's *The Wild Child* (*L'Enfant sauvage*), and Chabrol's version of *Madame Bovary*. The disks are inexpensive, and they have little or no supplementary material. However, they do have a feature missing on most American DVDs: optional subtitles in English and in French. Thus, students can view the delightful *My Father's Glory* (which has accessible dialogue and is appropriate for all ages) with no titles, with English titles, or with French titles. Criterion [www.criterionco.com] publishes meticulously restored classics and stunning new releases. Included are Clouzot's *Diabolique*, Truffaut's *The 400 Blows* (*Les 400 coups*), Renoir's *Grand Illusion* (*La Grande Illusion*), and Cocteau's *Beauty and the Beast* (*La Belle et la bête*). Less expensive editions may be available, but these are the ones to acquire. They have optional English titles and numerous extras which them make ideal for film history and film and literature classes.

Among disks from France, several

stand out at once. *Le Dîner des cons* (*The Dinner Game*) offers subtitles in French, a feature missing from the American release. Francis Weber adapts his own popular play (published by Ramsay/Pocket) and directs an uproarious farce with sparkling dialogue and perfectly timed performances. *Jeux interdits* (*Forbidden Games*), René Clément's masterwork about two children caught up in the exodus of June 1940 is currently not available on DVD in the U.S. This disk has subtitles in English but not in French. The extras include an interview with Brigitte Fossey who fifty years later talks about the great performance she gave at age 5. One also finds two revealing deleted scenes. They bookended the origin release and softened the violence and emotion of the opening and closing sequences. In my view, it was clearly a wise decision to cut these two scenes, but students can now view them and decide for themselves.

My thanks go to Joel Goldfield, a colleague and friend, for some valuable suggestions in preparing this article. If you have questions or comments about DVDs, please e-mail me at [rmwebster1962@yahoo.com].

Robert M. Webster
Fairfield University (CT)

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

Vol. 1: Issues and Methods in French for Business and Economic Purposes, edited by Patricia W. Cummins, 1995, 172 pp., \$24. Contact AATF Headquarters.

Vol. 2: Making Business French Work: Modes, Materials, Methodologies, ed. Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25 + \$3 postage and handling, ISBN1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Dr., San Diego, CA 92182.

Frost in France: An American Recycling Company Negotiates a Joint Venture in France, Maureen Maguire Lewis, 2001, 80 pp., \$30 Instructor's Book, \$42.50 Complete Student Packet. Contact SDSU CIBER Press [http://www-rohan.sdsu.edu/dept/ciber/frost.html].

AATF COMMISSION ON CULTURAL COM- PETENCE

France at the Dawn of the Twenty-First Century: Trends and Transformations, edited by Marie-Christine Koop, assisted 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 subject to change without notice.

AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

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

Nominating Teacher's Name: _____

Teacher's Address: _____

Teacher's Phone: _____ (H or W) Teacher's E-mail: _____

School Name: _____

School Address: _____

Principal's Name: _____

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 Other _____

6. I am a current AATF member. _____ Yes _____ No

Teacher's Signature: _____

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

- _____ Basic Award Registration (\$25)
(includes a certificate and press release, congratulatory letter to the principal, 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.

Credit Card # (Visa or MC only) _____ Exp. _____

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

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

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French and a one-year complimentary membership in the AATF for 2005, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Luncheon in Atlanta.

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 **March 1, 2004**.

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 (see pages 41 where the 2003 recipients are recognized).

TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **March 1, 2004**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 1, 2004. The recipients will be notified by April 15 so that they can make arrangements to be present at the awards program.

QUALIFICATIONS

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

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

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of

1. outstanding teaching experience that may have 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, or
 - 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 ac-

tivities, 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 post-marked no later than **March 1, 2004**.

Have a Question?

If you have a question about the *Grand Concours*, about the AATF Convention, about membership, about your local chapter, about the work of our Commissions, about National French Week, go to the AATF Web site at [www.frenchteachers.org]. You will probably find the answer there.

NATIONAL FRENCH WEEK PROGRAM IN PEORIA

I always look forward to National French Week for the opportunity to celebrate the study of French and to involve parents and the community. At our Back-to-School Night in September, I welcome parents' ideas and participation in National French Week.

Our guest speakers were Chantal Lynnes from Quebec, Amina Goelzer from Morocco, and James Kane (Peoria, IL). Mme Lynnes spoke in French to my advanced class. She read aloud "Soir d'hiver" by the French-Canadian poet Émile Nelligan and gave her interpretation of the poem. She spoke about winters in Quebec and also read aloud a text by Gabrielle Roy. Mme Goelzer also spoke in French to my advanced class. Her discussion focused on two readings, *La Poésie au secours de ma raison* by Abdellatif Laabi and *La Pierre et la peau* by Tahar Ben Jelloun. Mr. Kane, parent of a former student, spoke about the car race at LeMans. He gave an interesting presentation which included pictures of different aspects of the race. We learned that there was an accordion marathon as a special activity at the race one year.

Our National French Week theme activities were the following:

Cuisine: Some students were chefs. Others composed poems and songs about crepes while they waited for tasing. They provided our entertainment. A parent brought a cake with "Bon anniversaire Claire et Antoinette." The cake had an Eiffel Tower on it, and we sang "Joyeux anniversaire" twice for the twins.

Music: We sang French folk songs.

Art: Students performed puppet shows for the Metcalf School French classes on the Illinois State University campus. Students created props for the plays which they composed. They also designed a program. The students also created posters which were displayed in the classroom and in the hallways.

Technology: The students competed in the "Concours de connaissances" organized by the Chicago/Northern Illinois AATF Chapter.

The principal, Mr. Meisinger, read an announcement to call attention to the beginning of National French Week and to ask students to think about the importance of the study of French.

The entire school community admired our posters placed in a prominent showcase and heard our principal's announcement of National French Week. The students enjoyed the aroma of crepes in the hallway!

Our publicity this year consisted of an announcement at "Back to School Night" in September, our principal's announcement at the beginning of the week, and the stu-

dent's posters in the hallway.

"Vive le français!"

Barbara L. Hoerr

Richwoods High School (IL)



What's New in the French Review?

Vol. 77, No. 3 (February 2004)

Articles include:

- "Aux accents, citoyens! la resistance a la reforme de l'orthographe" (Ousselin);
- "France after September 11th: From the Perspective of Young French Adults" (Katz);
- "Entre les deux guerres: *La Nouvelle Revue Francaise*" (Baishanski);
- "The Social Realism of Body Language in *Rosetta*" (Morgan);
- "Moving beyond the Real: Maupassant's Aborted flight to Mars" (Poteau-Tralie);
- "E-Mail or Blackboard: Teaching Advanced French Composition" (Conroy);
- "Entretien avec Amélie Nothomb" (Lee);

And don't forget the many excellent reviews and "La Vie des mots."

NEW FRENCH WEB SITE: LA LOUISIANE FRANÇAISE 1682-1803

The French Ministry of Culture and Communications has launched a new web site [www.louisiane.culture.fr] to commemorate the bicentennial of the Louisiana Purchase. The aim of the site is to heighten awareness of the history of the French presence in North America. Through an interactive journey of illustrations and contemporary points of view, Web surfers will be able to discover this former colony's fascinating history.

The web site is divided into six segments:

- historical aspects from the first explorations (1682) to the sale of the colony (1803);
- the colonial system (a community of Europeans and slaves amidst native Indian tribes) and the administration of colonial cities, in particular New Orleans;
- scientific archives with illustrations of wonderful drawings by naturalists and astronomers of the French colony;
- *Louisiana of yesterday and today*, a discussion of the heritage of the French presence in North America which still exists in the language, literature, architecture, and music of Louisiana;
- a resource guide to research material housed in France and the U.S.;
- checklist of upcoming events commemorating the Louisiana purchase in France and in America.

This site is available in English and in French and is the result of a collaboration among the French Ministry of Culture and Communications and several French and American institutions. The project of this web site has been directed by Dr. Gilles-Antoine Langlois, specialist in history and urbanism, and also a specialist of Louisiana.

ATLANTA IN 2004!

Attend the AATF convention as we again join forces with the *Fédération internationale des professeurs de français*.

French teachers from over 120 countries coming together.

BON VOYAGE¹

Third graders at Bryn Mawr don't just learn French. With props, role-playing, simulations and much anticipation, they pay a visit to Paris.

Les petites filles sit quietly in their homeroom at the Bryn Mawr School, listening to schedule of departing flights broadcast *en français*. There is an afternoon flight to London, a flight to Rome, and someone paging a man separated from his party. Not until the girls hear the words "Air France" and the numerals "2003" do they rise from their desks and line up at the door with passports and tickets—and a few carry-ons made of cardboard and paper—in hand.

Les filles, in pale green jumpers and white shirts, ponytails, and sneakers, will depart momentarily for Paris. They will cross not the library of their school but a carpeted concourse in an airport. They will enter not their French classroom on the other side but a plane that zooms over the Atlantic faster than any Concorde ever dared. They are third-graders: Old enough to know better, yet young enough to pretend you can be in Europe in half an hour.

"Bonjour, les mesdemoiselles!"

Outside the classroom, their French teachers, Mesdames Julie Eastwick and Betsy Tomlinson, are waiting. They've dressed this day as flight attendants. They wear navy pant suits, white blouses, and scarves of red-white-and-blue silk. On their lapels they have pinned pilot wings, the kind airplanes once dispensed to children. It is a small detail, but just one of many that make the flight experience *authentique*.

The young travelers are directed, *en français*, to their seats in one of four rows of desks facing the blackboard and arranged as they are in an airplane, on opposite sides of a center aisle. In front of them, in the cockpit, sit two *pilotes*, in dark-colored suits and striped ties. Dr. Don Brotman, a dentist who volunteered last year and had so much fun he has come back, will turn in a few minutes and answer their questions. At the moment, his back is to them and he is busy fidgeting with knobs on a control panel attached to *le tableau*.

The girls have been preparing for this day for weeks. They have designed their boarding passes and colored them with crayons; they have filled in their passports with French words describing the *couleur* of their hair and eyes; they have cut from magazines photographs of clothes and toiletries, then glued them to the home-made suitcases now "stowed" on the wall behind them. Many have awaited this autumn ritual even longer, having heard

their mothers talk of virtual trips to Paris in years past.

Madame Tomlinson has flown her entire three decades of teaching French at Bryn Mawr, and Madame Eastwick has joined her as a colleague in the classroom—and on the flight crew—for 28 of those 30 years. They know the *madame* who taught before them also flew, although the trips were not as elaborate a production as they are now.

Over the years, they've added so many realistic touches—a genuine life vest, a seat belt and buckle, an air mask, a script for the pilots—they have drawn the attention of other teachers. Eastwick and Tomlinson have given presentations about their flight to educators across the nation. Twice, they have been asked to talk about the program in Paris.

They did not always serve *piroulines* alongside apple juice for the in-flight snack (sometimes it was graham crackers, sometimes chocolate chip cookies), and they did not always show the weather forecast on the television in the corner. Like the miniature Eiffel Tower hidden outside the window now—once a poster, later cardboard, now a 4-foot-tall replica discovered in the garden department of Target—some things have changed over time.

One thing that has not changed is the purpose behind the trip. Although the girls will disembark soon, they will stay in Paris for several weeks and build their vocabularies. One day in class they will pretend to go through passport control and have their passports stamped. Another day they will order breakfast and drink *chocolat chaud* and eat *croissants* with jam and *beurre*. They will visit a market, go touring and see the *Arc de Triomphe*, the *Champs-Élysées*, the Louvre, go to a restaurant and order *escargots* and *foie gras*, go shopping and pretend to spend the euros their parents have sent to school. They will return to Baltimore around the holidays with plenty of time to rest before the next term when they begin reading and writing in French.

At the moment, they must hurry and finish the in-flight snack because the pilots have spotted Ireland out the window—and because it won't be long before the "pick-up" line of waiting parents begins to form outside *l'école*.

By now, *les filles* have heard the pilots talking to the control tower; they have listened to Madame Tomlinson read the instructions while Madame Eastwick demonstrated the safety features; they have seen their flight attendants wave out the imaginary windows, calling "Au revoir,

Baltimore! Au revoir, Bryn Mawr."

And, along the way, something magical has happened. A few of the girls leaned back in their seats as the tape recorder played the sound of a plane taking off. A few waved goodbye with their teachers. A few even bump in their seats as if they're encountering air pockets while the airplane begins its descent.

The girls do not notice Madame Eastwick slip across the room, sit on the window seat, and pick up the wand that will open the blinds. The girls are listening to a recording of the ground tower at Charles de Gaulle International Airport. They taxi down the runway as the voice on the recorder says: "Bienvenue à Paris."

Another thing that has not changed in 30 years is what happens when the plane lands, when the girls imagine, if for only a moment, they are somewhere else. It is a moment that still delights their teachers.

Madame Eastwick opens the blinds. Any other day, the girls would look out the window and see only trees and grass and falling leaves.

"La Tour Eiffel!" Madame Eastwick exclaims.

The reaction on the girls' faces is universal. Some clap. Some squeal. They all smile.

"C'est magnifique!"

¹Reprinted with permission from the *Baltimore Sun*, this article by Larry Bingham appeared originally in the *Baltimore Sun*, October 12, 2003.

REGIONAL REPORTS

REGION V: SUD ATLANTIQUE

Peu de chapitres ont répondu à ma demande répétée d'informations par courriel cet automne. Pourtant, des petits oiseaux m'ont dit que les activités sont nombreuses à tous les horizons!

Il est vrai que faire un rapport au moment où tout le monde se prépare à célébrer «la Semaine du Français» n'est pas des plus propice.

D'abord une bonne nouvelle, la participation de tous les états de la région au Grand Concours est généralement en hausse, celle de la Caroline du nord en particulier. (Consultez *Chapter News* à la page 14 pour plus de renseignements sur les activités des chapitres.)

Il est dommage que tous les états de la Région V n'aient pas fait le rapport de leurs nombreuses activités, mais il faut dire pour leur défense que certains officiers viennent juste d'être élus.

Danielle Raquidèl

Region V Representative

CHAPTER NEWS

Alabama Chapter

L'Alabama a vraiment fait preuve d'initiative et a promu le français grâce à la «Convention annuelle des clubs de français» qui avait pour thème l'amitié franco-américaine. Durant cette convention les étudiants présentaient des sketches, des récitations, des jeux compétitifs et tiennent un marché aux puces de livres, d'affiches et autres objets français.

Après deux ans de «Super Institute, Grand Tour Immersion Workshop», l'Alabama semble en bonne voie pour établir une tradition remarquable. En juin 2003, 18 enseignants de français ont pris part à une semaine d'immersion totale. En février le groupe de juin 2002 avait participé à un suivi de la semaine d'immersion. Ce week-end organisé par l'*Alabama Humanities Foundation* a été consacré aux utilisations pédagogiques de la chanson française.

Les Alliances françaises de Birmingham, Mobile et Montgomery ont organisé de nombreuses fêtes pour promouvoir la culture française. Celle de Birmingham a, comme chaque année, distribué des livres gratuitement et a ouvert une bourse spéciale à une école secondaire défavorisée pour aider les étudiants à faire un voyage en France et en Italie.

Samia Spencer a organisé un fantastique colloque sur les femmes dans le monde auquel a participé Yvette Roudy et de nombreuses femmes du monde entier.

Les initiatives pour la Semaine du Français ne manquent pas en Alabama et sont stimulantes: les Plaisirs de la table y tiennent une bonne place, comme il se doit: elles vont du «pot luck» à la dégustation de petits gâteaux français et passent par des petits déjeuners français avec croissants, pain et Nutella aux crêpes ou aux cafétérias avec menus français (on en mangerait!). Les activités plus intellectuelles et éducatives vont aussi de l'étiquetage d'une école entière en français aux films; des présentations de tous genres aux compétitions variées. Les divertissements moins sérieux abondent aussi. Ils vont des déguisements en Français célèbres ou en Français moyens, aux jeux et mots croisés, des expositions aux représentations théâtrales.

Submitted by Danielle Raquidel
Region V Representative

Chicago/Northern Illinois Chapter

L'été 2003 le Chapitre a offert pour la sixième fois une semaine d'immersion

ayant lieu sur le campus de l'Université de Chicago.

Le 31 octobre cinquante professeurs de français de notre région ont assisté à une journée d'enrichissement pour les professeurs du niveau secondaire organisée par Marie-Simone Pavlovich, Northwestern University, par le Multimedia Learning Center sous la direction de Janine Spencer, par le Groupe interdisciplinaire français, ce dernier étant lié au Service culturel français. On a abordé la séance appelée «Des chansons pour tous les goûts», avec une présentation de très belles chansons anciennes et modernes. William Paden, Northwestern University, nous a fait écouter trois belles chansons d'amour chantées en provençal, avec traductions, bien sûr.

Ensuite l'auteure française (et étudiante préparant le doctorat à Northwestern) Agnès Clerc nous a captivés avec une présentation non seulement sur les groupes français de musique rap, leur langue et leurs luttes pour se révolter contre la dictature de la langue française en France, certains groupes provenant de Marseille—ville concurrentielle avec Paris non seulement dans les sports mais dans la musique aussi—chantent du rap en partie en occitan (provençal). Elle nous a signalé qu'il y a même des groupes qui chantent du rap en breton.

Agnès Clerc nous a parlé du tagging, les graffiti qu'on voit dans les quartiers défavorisés, souvent la signature d'un membre d'un groupe quelconque de jeunes. Les origines du rap se trouvent dans les prisons, nous a-t-elle dit, et elle a fini par comparer les concurrences entre les rapeurs d'aujourd'hui avec celles qu'on pouvait voir dans le film de Eminem *8 Mile*. Les participants ont été bien amusés par une des chansons de rap de MC Solaar «Bouge de là». On y voit la trace de violence et d'insultes, mais d'une façon bien plus élégante que dans beaucoup de mauvaises chansons de rap. En voici un petit fragment amusant:

Ma voisine de palier, elle s'appelle
Cassandra

Elle a un petit chien qu'elle appelle
Alexandre.

Elle me dit: «Claude MC, est-ce que tu
veux le descendre?»

J'ai pris mon Magnum*; j'ai dû mal
comprendre.

(*pistolet de gros calibre)

Marie-Simone Pavlovich, nous a présenté son projet tout récemment achevé, une page web expérimentale intitulée «Français à dire et à chanter». On

y voit un(e) Français(e) qui présente les sons du français oralement et par les graphèmes qui correspondent à chaque son. Une autre partie du site est consacrée à la présentation d'une dizaine de chansons populaires actuelles accompagnées de leurs paroles, ces dernières étant étalées sur l'écran au fur et à mesure que le/la chanteur(-euse) chante. Les professeurs qui ont participé au programme espèrent que ce logiciel sera d'ici peu disponible aux enseignants qui aimeraient profiter d'un moyen d'enseigner la prononciation française d'une façon bien intéressante.

Le 1^{er} octobre, grâce aux efforts d'Eileen Walvoord, quarante professeurs de notre chapitre se sont réunis sur les lieux de Roosevelt University à Chicago pour une réunion qui allait finir par une visite à l'Art Institute pour absorber la belle exposition sur *Monet et la mer*. Après un discours bien bref par la présidente du chapitre Jane Castle sur les activités de la Semaine du Français, trois professeurs-participants ont fait des présentations-limitées à 5 minutes!—destinées à aider les collègues Robin Jacobi de Hoffman Estates High School a présenté une petite leçon «Web Quest» prête-à-enseigner, Gerald Plotkin du College of Lake County nous a parlé du mouvement inconscient de l'œil qui observe un tableau, un mouvement choisi consciemment par l'artiste, Todd Bowen de Stevenson High School nous a signalé une façon bien efficace de faire à ce que les élèves soient obligés de juger des tableaux selon certains critères, parmi lesquels—«Lequel aimeriez-vous voir chez vous? Lequel donneriez-vous comme cadeau? Lequel serait le plus cher? Ces trois courtes présentations nous ont bien préparé pour notre destination finale, l'exposition sur Édouard Manet et ses contemporains.

Entre le 1^{er} et le 14 novembre, les enseignants membres du chapitre et leurs élèves ont participé au *Concours de connaissances* et au *Concours de posters* organisés par Lisa Nordmeyer et Carolyn Dunoon, les deux professeurs à Leyden High School. La Semaine du Français s'est achevée avec un dîner bien élégant organisé par Anne Hebert, le *French Winemaker's Dinner* au restaurant de l'Hôtel Sofitel à Chicago.

Gerald Plotkin
College of Lake County (IL)

Florida Chapter

La Floride prépare déjà 2004 avec «le Congrès de la culture française en Floride: le Québec d'hier et d'aujourd'hui» du 11 au

13 mars. Pour plus d'information consulter [<http://frenchcongres.palmertrinity.org>].

En 2003, les Antilles françaises, Martinique et Guadeloupe, étaient le sujet de ce congrès qui a réuni environ 1300 participants.

Un projet d'appariement Floride-Martinique et Guadeloupe a démarré aussi cet automne. Contact: [mireille.golaszewski @education.gouv.fr].

Submitted by Danielle Raquidel
Region V Representative

Georgia Chapter

La Géorgie nous a notifiée de ses activités de 2002 à Macon State College et en particulier de son programme, «Société, politique, langue et culture» et «La France et la Francophonie en mouvement», un programme au demeurant très riche, créé avec la participation de Natacha Constable, attachée de presse au Consulat de France à Atlanta, et de Cécile Peyronnet, attachée culturelle adjointe, toutes deux sur le sujet de la France actuelle et du français parlé dans les banlieues; et avec la participation d'Adam Steg sur le sujet de la Francophonie en Louisiane et sur la politique d'enseignement du CODOFIL.

En octobre 2003, Georgia Perimeter College a présenté un programme, «Vive la différence» sur «les relations franco-américaines» sous l'égide de notre Président Jean-Pierre Piriou, avec la participation de Gilles Asselin, auteur de *Au contraire! Figuring out the French...Comprendre les Français*, de Karine Larcher de l'Alliance française d'Atlanta, et d'Aurélien Lépine-Kouas, attaché linguistique au Consulat de France d'Atlanta.

L'invitation à «Share Affaire»: visant au partage d'idées qui, sous les auspices de Barbara Bateman, nous a semblé particulièrement intéressante et digne d'imitation.

La Géorgie nous invite à consulter ses sites web: [www.maconstate.edu/humanities/flrc/index.asp] et [<http://class.georgiasouthern.edu/aatf>].

Submitted by Danielle Raquidel
Region V Representative

New York Metropolitan Chapter

The New York Metropolitan Chapter is honored to announce the establishment of the Evelyn Popper Award in memory of its distinguished member. Evelyn was the perfect example of the devoted professional whose creativity, charm, and gener-

osity continue to influence our teaching. The monetary award will be presented this year at the *Gala* on March 6 to a teacher who exemplifies the qualities and dedication personified by Evelyn Popper. For contributions, information, and applications contact the Co-chairs Jacqueline Friedman, 160 East 84th Street (#11E), New York, NY 10028 or Francoise Santalis, 300 Shear Hill Road, Mahopac, NY 10541.

The Chapter began the fall programs with the *Concours Charles Perrault* as part of the Chapter's activities for la Semaine du Français. The Contest, supported by the *Service culturel de l'Ambassade de France* and in association with the *Société des professeurs français et francophones d'Amérique* welcomed winners at a reception at the *Service culturel* on November



David Graham, Plattsburgh Mayor Daniel Stewart, Josée Vachon, and Claude Bachand, delegate to Canadian Parliament from Saint-Jean-sur-Richelieu, Québec

10. *Merci mille fois* to Fabrice Jaumont and his staff for their assistance and to all the teachers who encouraged their students to participate in the successful *Concours*. More than 2000 entries were received from students in the tri-state area to celebrate Charles Perrault (1628-1703) and the delightful *conte de fée*. We are also very appreciative of the support of the AATF national office for *la Semaine du Français*.

Many thanks to President Jean-Pierre Piriou, Executive Director Jayne Abrate, and Administrative Assistant April Walsh who made the Martinique convention so delightful and special. We were so pleased that many members of the Chapter attended and special thanks also to Valerie Vulcain and her staff who made our stay so memorable.

Sandra Dressler recently reminded us of the sounds and sights of Martinique at the NYSAFLT/UFT Conference at John Jay College in New York City. Sandra's wonderful presentation highlighted the

beauty of the *île aux fleurs* and the magnificent art work of her students offered many innovative ideas to all who attended.

The Chapter also supported the very successful "Teach Europe" seminar at Columbia University. Members are asked to reserve the date of January 31 for a day of seminars which is being organized by Anne Benoit and *La Maison française* of Columbia University. The special day of seminars was very successful last year, and we took forward again to outstanding presenters and workshops. Reserve this date: the fabulous 38th Gala culturel will be held on Saturday, March 6 at the Parker Meridien Hotel and will include special pedagogical programs in the morning and a day of activities, exhibitors, guest speakers, and entertainment. Please contact Gala Chairperson Anne Benoit for information and reservations (176 East 77th Street #3H, New York, New York 10021).

The Chapter has established an Advocacy Committee which will work to promote and incorporate French programs in the New York City Schools. The Committee will be actively working with other agencies to reestablish programs and incorporate new French programs in the schools. For further information, contact Chapter members Diane Paravazian, Evelyn David, or Harriet Saxon at [hdparis20@aol.com].

Harriet Saxon
President

Pays du Nord Chapter

In November the chapter organized two folk music concerts featuring Franco-American singer Josée Vachon in Plattsburgh and Potsdam, NY. The concerts, honoring National French Week, were a huge success. In Plattsburgh, there were more than 100 attendees, most of whom were community residents as the concert was co-sponsored by Saint Peter's Church which was celebrating the 150th anniversary of its founding by French-Canadian immigrants. There are quite a few senior citizens in this area who still speak French. As a result of the concert, the chapter has organized a local French-Canadian culture and conversation group. Our two invited guests were Claude Bachand, delegate to Canadian Parliament from Saint-Jean-sur-Richelieu, Québec and Plattsburgh Mayor Daniel

Stewart. The event was mentioned on the local news broadcast on Channel 5, WPTZ Plattsburgh.

On November 17 more than 500 students and teachers from Canton and Potsdam High Schools attended the school assembly organized by chapter member Patricia Moosbrugger. In support of the concert and other National French Week activities, Patty obtained grants from AATF National Headquarters, the Potsdam High School Music Department, and the Community Performance Series of SUNY Potsdam.

Submitted by David Graham
President

South Carolina Chapter

La partie centrale de l'état a choisi de nous référer à son site web, nouvellement refait par Dawn Samples qui mérite nos acclamations pour un travail monumental. L'adresse à laquelle nous sommes invités à les joindre pour trouver les activités en cours est [<http://pages.ivillage.com/scaatf/>]. Dawn nous invite aussi à lui envoyer nos suggestions à [dsamples@scetv.org].

Quant aux activités du «*upstate*», l'université de Caroline du sud à Spartanburg prépare sa course au trésor annuelle pour la Semaine du Français. L'Alliance française du Piedmont, avec la collaboration des étudiants d'USCS, vient de participer, comme elle le fait chaque année, au Festival International de Spartanburg qui a encore grandi cette année. Comme d'habitude il y avait deux stands représentant la France: un culturel qui distribuait des cartes routières et des prospectus sur la France, et un alimentaire fourni en quiches, crêpes et croissants. La Francophonie était représentée culturellement par le Canada. Plusieurs pays africains participaient au «marché international» où se vendaient des masques et autre objets typiques traditionnels. L'Alliance française, située à Greenville, en plus des cours de langues qu'elle donne, a bien sûr célébré le 14 juillet, le Beaujolais nouveau, et Noël et l'Épiphanie.

Submitted by Danielle Raquidel
Region V Representative

Surf the Web

Visit the AATF Web site at
[www.frenchteachers.org]

All the latest information on:

- National French Week
- Atlanta Convention
- *French Review*
- National French Contest
- *Société honoraire*

MARATHON DE L'ÉCRITURE FRANCOPHONE 20 ET 21 MARS 2004

Dans le cadre de la semaine internationale de la langue française en mars 2004, l'université Paris V et le FIAP Jean Monnet organisent une fête célébrant le plaisir d'écrire en français: «le marathon de l'écriture francophone».

OBJECTIFS:

- (1) Rassembler des étudiants francophones pendant une période de 24 heures pour jouer avec la langue française.
- (2) Permettre l'expression des diversités culturelles à partir de thèmes communs.
- (3) Créer un événement dans chaque pays participant pour valoriser le patrimoine commun de la langue française.

ORGANISATEURS: Francis Yaiche, Maître de Conférence à l'Université Sorbonne Paris V, et Michel Girardin, Directeur Adjoint du FIAP Jean Monnet.

PARTICIPANTS:

- (1) Les étudiants rassemblés par les organisateurs: des étudiants de l'Université de Paris V et des étudiants de différentes nationalités séjournant au FIAP Jean Monnet.
- (2) Les institutions participantes: des étudiants suivant les cours de l'École de l'Alliance Française de Paris; des professeurs en stage au CIEP (Centre international d'études pédagogiques à Sèvres); toute autre institution francophone (Université, Alliance Française, Centre culturel ou Institut français) souhaitant s'inscrire dans ce projet avec anticipation selon les modalités ci-après.

MOYENS NÉCESSAIRES: (1) Regrouper des participants volontaires; (2) Disposer d'une ou plusieurs salles pendant une période de 24 heures; (3) Mettre à la disposition des participants les moyens de s'alimenter et de se désaltérer; (4) Mettre à disposition des participants les moyens informatiques permettant d'envoyer et de recevoir des messages électroniques; (5) Organiser la médiatisation de l'événement dans son périmètre géographique et auprès des réseaux francophones; (6) Prendre une ou plusieurs photos illustrant le déroulement de l'événement.

DÉROULEMENT DU MARATHON DE L'ÉCRITURE: Chaque lieu participant communique au FIAP Jean Monnet ses coordonnées complètes, celles de la personne organisatrice et l'adresse du courriel qui sera utilisée pour communiquer. La période de 24 heures débute simultanément dans tous les pays

participants. Il est possible de participer sur une période écourtée à 12 heures. Dans ce cas il s'agira d'un «semi-marathon».

Pendant 24 heures, toutes les 3 heures, une personnalité illustrant un usage spécifique de la langue française passe au FIAP Jean Monnet pour faire part d'une «commande d'écriture»: écrivain, parolier de chansons, artiste, poète, universitaire, homme politique, journaliste....

Les organisateurs dans chacune des institutions peuvent proposer, avec anticipation, à l'Université de Paris V et au FIAP Jean Monnet une commande émanant d'une personnalité francophone de son pays. La proposition sera examinée avec pour critères: la pertinence de la contribution, l'équilibre entre les différents pays organisateurs, l'équilibre entre les différentes formes d'usage de la langue française. Chaque commande d'écriture est simultanément envoyée à tous les participants par courriel. Les participants ont l'obligation de prendre connaissance de chaque commande. Ils n'ont pas l'obligation de rédiger suite à la commande. Chacun peut choisir de répondre à une, plusieurs ou toutes les commandes. Chacun écrit selon son rythme et son plaisir. Il est possible de rédiger des textes en groupe. Tous les textes sont communiqués à l'ensemble des participants de tous les pays par courriel.

SUITES DE L'ÉVÉNEMENT :

Il n'y a pas d'évaluation des productions par des enseignants. Dans un délai d'une semaine après l'événement, chaque institution participante communique aux organisateurs une ou plusieurs photos illustrant l'événement ainsi qu'un texte le relatant. Chaque institution participante peut communiquer aux organisateurs un texte sélectionné correspondant à chacune des commandes d'écriture.

Les organisateurs (Université Paris V et FIAP Jean Monnet) s'engagent à publier l'ensemble des textes sélectionnés sur papier ou en ligne. Les universités ou institutions participantes communiquent aux organisateurs les éventuelles retombées médiatiques liées à cet événement.

Contact pour le FIAP Jean Monnet: courriel: [girardin@fiap.asso.fr], téléphone : 33.1.43.13.17.10.

Contact pour l'Université Paris V: courriel: [Francis.Yaiche@iut.univ-paris5.fr]; téléphone : 33.1.47.57.12.47.

SALUT LES JEUNES

Foreign languages are for everyone!



FLES = Foreign Language in Elementary School

If your elementary school offers French at any point from grade one to six, tell your students about the **National French Contest** sponsored by the AATF. This is a unique opportunity to let your community see what is special about your elementary school through your national and local AATF chapter winners.

Every school has a winner!

Even the youngest students can shine!

Don't miss out! Help us bring your elementary school French programs into our teacher network. Creative teachers all over the country are introducing children from grades one to six to the extraordinary world of speaking French while they are at their most receptive age for language acquisition.

Contact Sidney Teitelbaum (P.O. Box 32030, Sarasota, FL 34239) or Elizabeth Miller (74 Tuscaloosa Ave., Atherton, CA 94027; e-mail: [mmemiller@aol.com]; web: [www.frenchteachers.org/concours].

HUMAN SENTENCES

Here is a game to give a kinesthetic element to reinforce masculine and feminine endings for French adjectives. Depending on the vocabulary you choose, this can be adapted to elementary, middle, or high school students. The goal was to reinforce masculine/feminine endings for French adjectives, but you can create variations to accommodate whatever structure or vocabulary your students are tackling.

PREPARATION:

Divide the class into two groups.

Group I: Each student receives a different 8 x 10 sheet with the subject or verb on it (see lists below).

Group II: Each student receives a different 8 x 10 sheet with either a noun or an adjective on it.

GROUP I

Je jette
Ils mettent
Tu regardes
Nous parlons avec
Vous avez
Jean-Paul lave
Elles lisent

GROUP II

la boule blanche
la table carrée
la pièce intéressante
nos amis amusants
le crayon bleu
sa voiture bleue
le journal banal

INSTRUCTIONS:

The first step is to find a partner within their own group; then they proceed to the other side of the room to arrange themselves into appropriate sentences. As soon as they create a complete and correct sentence, they stand at the back of the room in order. When all the students have made groups, they recite their human sentences.

VARIATIONS:

Younger children could achieve the same sentence building with pictures or a combination of pictures and written words.

ex: Group I might receive sheets with stick figures for the subjects. Half of Group II would have sheets with simple objects depicted on them (*un crayon, un livre, un ballon*), and the second half would have sheets with colors. If written French hasn't yet been introduced, have each group decide what verb to use that would make sense: *La fille regarde le crayon vert.*

For more advanced students, show them how they could shift around their cards and make changes respecting masculine/feminine/singular/plural endings.

ex: *Tu regardes la boule bleue > Tu regardes la boule blanche.* Be sure they see that some won't work because of adjective agreement. If a mistake is made, use it as a learning tool and see who can make the correction.

ex: *Vous avez le crayon blanche. > Vous avez le crayon blanc.*

Amusez-vous!

Judy Perez
North Reading High School (MA)

PROMOTING FRENCH THROUGHOUT THE YEAR

Each month of the year provides French teachers with a different reason to celebrate and to take French out of the classroom. The activities described below can be planned as a class initiative or for your French Club. By organizing an activity every month, you can give your students a memorable and pleasant experience and, at the same time, introduce other students, their parents, and your colleagues to French culture. And don't forget to invite administrators and high school counselors to these promotional events.

January: Celebrate *la Fête des rois*.

Epiphany falls on January 6 in celebration of the manifestation of Christ to the Gentiles as represented by the Magi. If you have a French bakery in your town, you can take the students to taste a *galette des rois*, inside of which will be hidden a tiny ceramic or plastic figure. The person who finds *la fève* (so called because traditionally it was a bean) gets to wear the king's gold paper crown which the baker will provide.

If there is no French bakery near you, follow a recipe for *pâte feuilletée* (rough puff pastry) or for *brioche* and make a flat cake that can be filled with almond paste. You can buy a crown at a party supply store.

February: Celebrate *la Fête de la Chandeleur*.

Candlemas falls on February 2 and is marked by the making and tossing of crêpes. Tradition demands that when you toss the crêpe, you have a coin in your other hand. If you toss the crêpe so that it falls back into the frying pan, you can expect a year of good luck and riches. I have included a crêpe recipe at the end of this article.

At my university one of our chemistry professors who worked his way through school as a chef gives crêpe-making demonstrations. These are very popular with my students, their friends and roommates, and my colleagues.

March: Celebrate Mardi Gras.

Fat Tuesday is the day before Ash Wednesday (and actually falls in February in 2004). It marks the last day before Lent and provides an excuse for excessive eating. In France children and some adults celebrate in costume. At your local bakery you may be able to buy a New Orleans-style King Cake complete with icing in purple, yellow, and green (the traditional Louisiana mardi gras colors), and decorated with Mardi Gras beads and doubloons. Like the *galette des rois*, these come with a hidden plastic figure; the

person finding it is crowned the king or queen of Mardi Gras. If you want to cook your own, you can use a coffee cake recipe and form the cake into a large ring.

Show a video of Cajun traditions and Mardi Gras celebrations Louisiana-style, throw beads which students can keep if they catch them, and serve King Cake. Organize a mask contest (or a costume contest) and ask a guest speaker to select the winning entry and present the prize.

April: Celebrate *le Poisson d'avril* and *Pâques*.

On April Fool's Day people play jokes and tricks on each other (for example, someone sticks a fish on someone else's back). When they catch someone, they shout out "poisson d'avril!" Encourage your students to play harmless fish-themed jokes on you or their classmates. I have a student who took French ten years ago but who still pins some kind of fish on my office door before I get to campus every April 1.

Easter oscillates between March 22 and April 25 and always falls six weeks after Mardi Gras. If you have a French bakery in your area, you may find that you can buy traditional chocolate rabbits and chickens for your students. You could hide chocolate eggs, rabbits, or chickens around the school and provide students with clues in French for them to follow.

May: Celebrate *le premier mai*.

May 1 is marked by the presentation of lilies of the valley (*des muguets*) to loved ones. Your students could present bouquets of real or artificial flowers to those who have supported French at your institution.

May 1 is *la Fête du travail* and is marked by a holiday in France. Host a "Hats off to students/*Chapeau aux étudiants*" celebration on this day to recognize your students for their hard work throughout the year. At our local *Alliance française Chapeau!* celebration we recognize area French teachers. Each *Alliance* member draws the name of a French teacher and comes to the party with a hat for him or her.

June: Celebrate *la Fête de la musique*.

This festival falls on June 21. Why not host a concert at your school? Christine Albert, the Texas-based musician who has recorded two albums of French songs, gives concerts of French music. At her web site [www.albertandgage.com] you can find information about the singer's albums in French and her concert schedule. Alternatively, have your most talented students learn some French songs or

dances and give a performance. Music is an international language and is almost as popular as food!

July: Celebrate *le 14 juillet*.

If there is no *Alliance française* in your area, get together with other Francophiles and Francophones to organize a community-wide celebration. Invite restaurants to serve a selected dish from their repertoire, and organize a dance. Alternatively, organize a *pétanque* tournament. French Inspirations at [www.frenchinspirations.com] currently lists a *pétanque* set, complete with instructions and case.

August: Celebrate *la Fête de Saint Louis*.

This festival—the feast day of St. Louis—is celebrated on August 25 (or the Sunday closest to it) at Castroville, a city west of San Antonio (Texas) that was settled by colonists from Alsace. The day starts off with Mass and is followed by the serving of barbecued beef and Alsatian-style sausage. There is entertainment (the Alsatian Dancers perform, for example), an arts and crafts fair, and a horseshoe pitching tournament. Perhaps your French Club would be interested in establishing a St. Louis Day festival.

September: Celebrate *la rentrée*.

There is no institutionalized, nationwide celebration during the month of September, but Ross Steele lists the *Festival d'automne* from mid-September to the end of December, which celebrates music, dance, and theater and includes a religious art festival in Paris (17). As a welcome back gesture, organize a theatrical performance. Tim Mooney performs, in English, monologues adapted from Molière's most famous plays and entertains equally students of French, students of theater, and members of the local community. For more information go to [www.moliere-in-english.com].

Alternatively, organize a game night where students can play French Monopoly, French Scrabble, or card games like "Go Fish" or *Mille Bornes*. French Inspirations carries a French Monopoly game. They also carry a "Make-Your-Own-Monopoly" kit so that you can customize your own game. If you have a digital camera you can put your students' pictures on the play money.

October: Celebrate *la Semaine du goût* and *le Halloween*.

In 2003 the dates for the nationwide Celebration of Taste were October 13-19. Activities organized around the country annually include taking students to a restaurant or place of food production for

them to taste certain items, inviting chefs or food producers to classrooms, learning about the nutritional value of certain foods or about culinary traditions in a certain region of France, and comparing the taste of sweet versus sour foods, for example. Check out [www.legout.com] for ideas to adapt to your classroom.

A few years ago our French Club hosted a Halloween contest for the first time. Students were invited to come dressed as characters from French history or fiction. There was a French maid, Bizet's Carmen, and a survivor of the guillotine (!) among others, and I dressed as a musketeer. Halloween—complete with pumpkins, masks, costumes, and witches—has been celebrated in France since 1997, according to Steele (132).

November: Celebrate *la Toussaint and la Sainte-Catherine*.

All Saints' Day falls on November 1 and All Souls' Day is the next day. This period is marked by taking flowers, especially chrysanthemums, to the graves of loved ones. Take students on a virtual tour of the cemetery of Père Lachaise, where they can "visit" the graves of some famous French men and women (and a few famous Americans). The web site can be accessed at [www.paris.org/Expos/Pere Lachaise] and provides a map of the cemetery and graves and an index of some of the illustrious dead who are buried there.

At celebrations of *la Sainte-Catherine*, single women over the age of 25 wear elaborate and fanciful hats. You could adapt the celebration by inviting students of either sex and of any age to make and wear crazy hats on this day. Clearly the saint's day will clash some years with Thanksgiving, as it does in 2003. (Refer to the November 2003 issue of the *National Bulletin* for activities for *la Sainte-Catherine*.)

December: Celebrate *la Saint-Nicolas*.

If your semester ends early in December, try marking *la Fête de Saint-Nicolas* on December 6 instead of celebrating Christmas prematurely. In some parts of France this saint's day is celebrated with a parade that includes a donkey and *le Père Fouettard* (a legendary figure who carries a whip; *le Père Fouettard* is invoked to threaten children). Traditionally, children put out wooden clogs to have filled with candies and, according to Knox et al., they also recite short poems to kind Saint Nicolas (40). You can reward students capable of reciting a poem with the candies and gingerbread cookies that are distributed to small children at this festival. Teacher's Discovery lists St. Nicholas kits that allow a class of 30 students to create

their own "wooden shoe." Check their web site at [www.teachersdiscovery.com] where they also list a set of five "French holiday vocabulary posters" for Christmas, Halloween, Thanksgiving, Valentine's Day, and Easter.

Many of you focus your promotional activities during National French Week, but celebrating French culture throughout the year is an option that allows you to spread your energy and your resources.

Here a simple crêpe recipe¹ in French that you can turn into a linguistic exercise for your students:

Il faut
250 grammes de farine
1/2 liter de lait
2 œufs
1 cuillerée d'huile
1 pincée de sel
de la confiture.

Mets la farine dans un grand bol. Fais un trou et casse les œufs. Ajoute l'huile, le sel et un verre de lait. Mélange énergiquement la pâte avec une fourchette. Ajoute le lait petit à petit pour avoir une pâte de plus en plus liquide. Mets la pâte au frigo pendant une heure. Verse l'huile dans la poêle. Verse une grosse cuillerée de pâte dans la poêle. Fais tourner la poêle pour étendre la pâte. Quand la crêpe est dorée, fais-la sauter pour la retourner. Mets de la confiture, du miel, du sucre ou du jus de citron dans la crêpe et roule la crêpe comme un cigare.

Jacqueline Thomas
Texas A & M University-Kingsville

¹Taken from *Ça Va?* (1992) Mary Glasgow Publications, England.

Works Cited

- Knox, Lucy, Sarah Loman, and Sarah Levens (trans. by Stéphanie Alglave and Cécile Giroldi). *Jours de fête: 1001 idées pour s'amuser*. Singapour: Hachette, 1999.
- Roesch, Roselyne, and Rosalba Rolle-Harold. *La France au quotidien*. Grenoble: Presses Universitaires de Grenoble, 2000.
- Steele, Ross. *When in France, Do as the French Do*. Chicago: McGraw-Hill, 2002.

AATF SMALL GRANTS

At the Martinique Convention, the Executive Council again renewed the AATF Small Grants program for 2004 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds from the chapter to which the applicant belongs must be committed—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 postmarked by **March 1, 2004**: (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 be 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 2004 are encouraged.



**BE SURE TO VISIT THE
AATF WEB SITE
www.frenchteachers.org**

AATF NATIONAL FLES* COMMISSION 2004 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2004 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: **LE FRANÇAIS M'OUVRE LE MONDE: Open Your World with French.** 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, 16686 NC Highway 24-27, 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 **March 21, 2004.** 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, 2003 to Dee Dee Louman, West Stanly High School, 16686 NC Highway 24-27, 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 2003-2004 National FLES* Poster Contest.

Selected winning posters from the 1999 competition were made into notecards. See page 34 to order.

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 COMMISSION ON CULTURAL COMPETENCE
Marie-Christine Koop, Chair



FAITES LA FÊTE...À LA FRANÇAISE

Les Américains, pour la plupart d'entre eux, ignorent ce que signifie la date du 14 juillet; en revanche, ils connaissent bien le «Bastille Day». À preuve, à Los Angeles, la communauté franco-américaine a adopté la formule «Bastille Days», au pluriel, pour mieux marquer et englober toutes les manifestations patriotiques ou artistiques compris entre les deux fêtes nationales américaine et française, du 4 au 14 juillet, auxquelles cet anniversaire lourd de symbolisme donne lieu. Selon le journal *France-Amérique* de juillet 2003, et suite aux tensions du printemps dernier, la relation franco-américaine «convalescente» n'aura pas souffert les retombées que le corps diplomatique français redoutait de ce côté-ci de l'Atlantique. Au lendemain des festivités, le journal se livre donc à un état des lieux dans les dix circonscriptions consulaires françaises aux États-Unis. Cette année à New York où le 14 juillet se fête dans la rue comme à Paris, le climat détérioré des relations franco-américaines suite au refus de la France de se joindre aux forces de la coalition dans la guerre de l'Irak posait un réel défi au *French Institute Alliance* française puisque selon David Black, directeur du FIAF: «D'un côté, le 14 juillet adopté par les Américains... incarne les valeurs universelles que partagent la France et les États-Unis: c'est donc l'amitié franco-américaine que l'on célèbre sous la bannière du 'Bastille Day,' d'autre part, dans un monde guetté par la mondialisation synonyme d'uniformisation, la France est devenue le symbole de la diversité culturelle».¹

Pour pallier la difficulté, la fête de rue devenue désormais traditionnelle dans la soixantième rue, entre Central Park et Lexington Avenue, était gratuite contrairement à la manifestation «officielle» que constitue le Bal du 14 juillet qu'organise le Comité des Associations françaises et la Chambre de Commerce franco-américaine de la «grosse pomme». Tous les ans, en effet, la fête nationale française du 14 juillet se célèbre aux États-Unis dans la joie et la diversité culturelle, expositions, concerts, conférences mais aussi bals de rue, tournois de pétanque, courses de garçons de café, pique-niques rapprochent Français et Américains, francophones et francophiles dans une

ambiance tricolore. C'est donc avec une juste fierté que *France-Amérique* titrait dans son numéro du 19-25 juillet 2003 «Les Français étaient bien là!» et en sous-titre d'un instantané de la foule fidèle au rendez-vous ce jour-là: «10.000 personnes se sont pressées dans la 60^{ème} rue pour la traditionnelle kermesse organisée par le *French Institute Alliance* française».²

En fait, la notion de «fête nationale» est une invention moderne. Elle n'existe pas sous l'Ancien Régime du moins au sens où nous l'entendons aujourd'hui. Il existe bien des fêtes collectives mais ce sont des fêtes religieuses (saints patrons ou fête de la Vierge) ou dynastiques (l'anniversaire de la naissance du souverain). Pour que la Nation française prenne définitivement conscience d'elle-même, il faut attendre la Révolution. Mais, contrairement à une idée reçue, la Révolution n'a pas institué une fête «nationale», régulièrement célébrée à date fixe. Il était trop tôt pour ce faire, et les temps étaient plus à l'action qu'à la commémoration. Au reste, à la fin du XVIII^{ème} siècle, aucun pays d'Europe ne possède une véritable fête nationale, laïque, chômée, unitaire et commémorative. Il faut attendre le XIX^{ème} siècle et plus précisément, l'été 1880 pour que cette fête nationale soit décidée, votée et fixée au 14 juillet. La gestation en avait été longue, les enjeux politiques et symboliques étant extrêmement forts.

La Troisième République à ses débuts se voulait pleinement l'héritière de la Révolution. Elle chercha donc dans la période révolutionnaire une date correspondant à un événement fondateur des libertés et de la conscience nationale. Entre 1789 et 1794, ces événements avaient été nombreux et chacun avait ses partisans et ses adversaires parce que chacun représentait symboliquement une idée différente. Finalement deux dates furent retenues: le 14 juillet et le 4 août. Le 4 août séduisait les modérés et les républicains de droite parce que la nuit du 4 août 1789, d'une portée considérable, s'était déroulée sans violence et avait été le fait d'un moment de consensus «national» entre les députés des trois ordres. En outre, le 4 août 1789 marquait vraiment la fin de l'Ancien Régime social et juridique et préparait la Déclaration des droits de l'homme et du citoyen, votée en

plusieurs étapes entre le 20 et le 26 août 1789. Mais, pour la gauche, il fallait un symbole de liberté plus fort, donnant sa place au peuple et non pas seulement aux députés de l'Assemblée constituante. La prise de la Bastille, événement insurrectionnel mettant sur le devant de la scène la foule anonyme, convenait mieux que la nuit du 4 août.

Le 14 juillet l'emporta donc. À la fois parce que le 4 août, affirmait-on, n'aurait jamais eu lieu sans le 14 juillet, mais aussi parce que cette dernière date ne commémorait pas seulement la prise de la Bastille en 1789 mais aussi la fête de la Fédération, un an plus tard en 1790, fête jugée par certains comme «nationale» avant la lettre. De fait, le 14 juillet 1790 avait été une grande fête civique, pacifique et unitaire, réunissant à Paris, sur le Champ de Mars, les délégués de toutes les gardes nationales et régions de France.

Le 6 juillet 1880, la Chambre, en majorité de gauche, fut appelée à voter et décida que le 14 juillet serait désormais le jour de la fête nationale. Celle-ci fut célébrée pour la première fois huit jours plus tard. Au début, ce choix ne fut pas accepté par tous les Français. Cela restait, en effet, un choix de gauche. À droite, on soulignait que la journée du 14 juillet 1789 avait été violente et sanglante et qu'elle était comme un prélude à la Terreur. En faire un jour de fête nationale apparaissait comme une provocation. Pendant une dizaine d'années, la droite républicaine bouda donc la fête, dénonça les festivités indécentes qui l'accompagnaient et milita pour le choix d'une nouvelle date. Dans bien des villes et des villages, nombreuses étaient les maisons qui, ce jour-là., fermaient leurs volets pour exprimer leur réprobation. Quant aux royalistes, ils faisaient la fête le lendemain 15 juillet, jour de la Saint-Henri, nom de baptême du Comte de Chambord.

Cependant les attitudes hostiles se firent plus discrètes après 1889. Les fêtes du centenaire, accompagnées d'une exposition universelle, avaient connu un grand succès. L'heure n'était plus au passé mais à l'avenir et au progrès dont la jeune Tour Eiffel était comme un symbole. En outre, la République prenait de l'âge et s'ancrait profondément dans la France

des départements et des chefs-lieux de cantons; elle profitait des divisions de la droite monarchiste et bonapartiste. Enfin, d'un strict point de vue climatique et calendaire, cette date du 14 juillet avait été remarquablement choisie. Elle coupait l'année en deux parties égales et n'avait à subir la concurrence d'aucune autre grande fête proche, ni religieuse, ni profane. En ville, elle marquait la fin de l'année scolaire et le véritable début de l'été. (Comme le fait le «Labor Day» américain pour la fin de l'été le premier lundi du mois de septembre chaque année). À la campagne, elle constituait une pause avant la reprise des travaux des champs. Partout, elle invitait à «faire la fête». Ce que les Français firent avec enthousiasme, du moins jusqu'en 1914: défilés, inaugurations, discours, commémorations, mais aussi banquets, chants, foires et réjouissances populaires. On ne célébrait plus seulement la République mais l'armée française, le drapeau tricolore et la nation toute entière. Les gouvernements modérés des années 1890 encouragèrent cette apparente union nationale.

La réaction vint de l'extrême gauche, qui commença à reprocher au 14 juillet de prendre un tour bourgeois et de ne plus être la fête du peuple insurgé. À partir des années 1910, puis surtout après 1920, elle opposa au 14 juillet «bourgeois» le 1^{er} mai «ouvrier» (en France la fête du travail ne devint officielle qu'en 1947). Distinction idéologique et politique nouvelle qui, avec plus ou moins de force, perdurera pendant de longues décennies. Désormais ce ne fut vraiment qu'au lendemain de guerres, en 1919 et 1945, que le 14 juillet restera pleinement la fête de l'unité nationale. Par la suite, les jours d'armistice (11 novembre, 8 mai) lui firent concurrence. Depuis deux ou trois décennies, cependant, la fête du 14 juillet s'est dépolitisée et commercialisée, dévoyée. Aujourd'hui elle marque surtout le début des vacances d'été, moment fort du calendrier français. Alors... que vive la France et que la fête de l'amitié continue puisqu'elle a de beaux jours devant elle!

Pascale Vergereau Dewey
Kutztown University (PA)

¹«Bastille Days:» le 14 juillet aux États-Unis», *France-Amérique*, 5-11 juillet 2003, p. 17

²«New York Les festivités de 'Bastille Day' ont fait oublier le 'French bashing'... ou presque. Les Français étaient bien là!» *France-Amérique*, 19-25 juillet 2003, p. 18.

LA SEMAINE DU FRANÇAIS À HOMEWOOD HIGH SCHOOL 2003

The theme for National French Week 2003 at Homewood High School in Homewood, AL was, "Le Français m'ouvre le monde," like the AATF tee-shirt slogan. I attended the AATF convention in Martinique, and I drew on that experience, as well as from my travels in France and Canada, to show the students and the community how widespread and varied French language and cultures really are. French students created banners of Francophone countries, famous French people, and a timeline representing the relationship between France and the U.S. throughout history that we hung around our Media Center. We also hung laminated posters of French proverbs in the hallways. Our cafeteria manager got into the excitement of National French Week and prepared a French dish each day that was served to the entire student body. She even wrote the item in French on the school-wide menu. Once again students began the week with a performance for their parents before going to Tuscaloosa to compete in the annual French Convention whose theme was *L'Amitié franco-américaine*. One of my students spent the spring 2003 semester in France, and she made a presentation about her experiences in Lyon to all French classes the day after convention. My student teacher, Margaret Dumas, also did a presentation about her time teaching English in Vienne, France. Wednesday and Thursday of that week we combined forces with the Family and Society classes to cook specialties from Francophone countries such as Martinique, Canada, and Morocco. We hosted the second annual *ciné-club* on Friday and invited the student body to enjoy French films with us in our small auditorium. On November 10, Donna Christie, a friend who was in the Peace Corps, made a presentation about her time in Cameroun. She had wonderful pictures, slides, and artifacts from her trip that made her presentation very meaningful to the students.

On November 15 we turned the Family and Society room into a beautiful bistro where we hosted a dinner for the parents of French students as well as the high school's faculty. Chef Ken Barrett, another good friend, who is training at the Cordon Bleu school in Paris, created a special French *prix fixe* menu for those who made reservations. During the meal, Ken explained each course through stories and personal anecdotes. French music played in the background as the students served the diners and we gave a door prize to the person who had spent the most time in France.

Budget for National French Week

The school's World Languages Department helped pay the costs of these activities, and the students paid their way to the French Convention.

Groceries and supplies for student cooking and reservation dinner: \$450.00
Advertisement in *Black and White*: \$50.00
Total - \$500.00

2004 SUMMER PROGRAM IN BELGIUM

La Communauté Française Wallonie-Bruxelles Belgique offre deux bourses d'été à des membres de l'AATF pour participer à un stage de perfectionnement en langue française à l'Université de Liège, Belgique [www.ulg.ac.be/islvfr]. Droits d'inscription (tuition), logement, assurance maladie et repas sont couverts par la bourse.

Paying teachers and students are welcome: First come, first served! Cost: approximately 1175 euros (tuition, lodging, excursions, meals).

Description du programme:

Dates: du 5 au 23 juillet 2004 (3 semaines)

Logement: résidence universitaire située au centre de la ville de Liège à trois minutes de l'université; chambre individuelle avec salle de bains et cuisine à partager. La chambre est réservée dès le 4 juillet et jusqu'au 24 juillet midi.

Cours: 45h de cours de langue orale et écrite ainsi que 15h de modules au choix (culture francophone de Belgique, renforcement de conversation, laboratoire)

3 ou 6 crédits peuvent être obtenus selon les universités américaines. Délivrance d'un certificat avec mention du niveau des cours suivis et des notes obtenues à l'évaluation finale.

Week-ends: libres—maintien du logement

For more information and application, please contact your local AATF chapter or see the January issue of the *National Bulletin*.

Éliane De Pues-Levaque, Représentante permanent, Bureau Wallonie-Bruxelles en Louisiane,
[walbrula@aol.com]

For paying students: Mme Laurence Wery, Université de Liège,
[laurence.wery@ulg.ac.be]

AATF WEB SITE

www.frenchteachers.org

LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

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.

ADRESSES

CIRCONSCRIPTIONS

SERVICE CULTUREL DE L'AMBASSADE DE FRANCE NATIONAL/WASHINGTON, DC

Mme Chantal MANÈS, Chef du service de Coopération universitaire, linguistique et éducative (SCULE)
Mme Laurence ÉMILE-BESSE, Attachée de Coopération pour le français, fonctions: attachée fédérale et locale
M. Christian TUAL, Chargé de mission universitaire

AMBASSADE DE FRANCE/WASHINGTON, DC

M. Roland CELETTE, Attaché culturel
4101 Reservoir Road
Washington, D.C. 20007
Téléphone: (202) 944-6052
Fax: (202) 944-6043

Delaware, Maryland,
North Carolina, Ohio,
Pennsylvania, South
Carolina, Virginia,
Washington, DC, West
Virginia

AMBASSADE DE FRANCE/NEW YORK

M. Fabrice JAUMONT, Attaché de Coopération éducative
972 Fifth Avenue
New York, NY 10021
Téléphone: (212) 439-1400
Fax: (212) 439-1455

Connecticut, New
Jersey, New York

CONSULAT DE FRANCE/ATLANTA

Mme Cécile PEYRONNET, Attachée culturelle
M. Aurélien LÉPINE-KOUAS, Attaché culturel adjoint
Prominence in Buckhead
3475 Piedmont Road NE
Suite 1840
Atlanta, GA 30305
Téléphone: (404) 495-1660
Fax: (404) 495-1661

Alabama, Georgia
Mississippi, North
Carolina, South
Carolina, Tennessee

CONSULAT DE FRANCE/BOSTON

M. Frédéric MARTEL, Attaché culturel
Mme Isaure MIGNOTTE, Attachée culturelle adjointe
Park Square Building
31 St. James Avenue, Suite 750
Boston, MA 02116
Téléphone: (517) 292-0064
Fax: (517) 292-0793

Maine, Massachusetts,
New Hampshire, Rhode
Island, Vermont

CONSULAT DE FRANCE/CHICAGO

M. Yannick MERCOYROL, Attaché culturel
Mme Véronique RENAULT, Attachée culturelle adjointe
Olympia Center, Suite 1170
737 North Michigan Avenue
Chicago, IL 60611
Téléphone: (312) 664-3525
Fax: (312) 664-9526

Illinois, Indiana, Iowa,
Kansas, Kentucky,
Michigan, Minnesota,
Missouri, Nebraska,
North Dakota, South
Dakota, Wisconsin

ADRESSES

CIRCONSCRIPTIONS

CONSULAT DE FRANCE/LA NOUVELLE ORLEANS

M. Patrick ROLOT, Consul général, Attaché culturel
M. Jean-Xavier BRAGER, Attaché culturel adjoint, chargé de la Coopération linguistique
M. Adam STEG, Attaché audio-visuel
Suite 1710
1340 Poydras Street
New Orleans, LA 70112
Téléphone: (504) 523-5394
Fax: (504) 523-5725

Alabama, Arkansas,
Georgia, Louisiana,
Mississippi, Tennessee

CONSULAT DE FRANCE/LOS ANGELES

M. Laurent DEVÈZE, Attaché culturel
Mme Sylvie CHRISTOPHE, Attachée culturelle adjointe
10990 Wilshire Boulevard
Suite 300
Los Angeles, CA 90024
Téléphone: (310) 235-3200
Fax: (310) 477-0416

Arizona, Colorado, New
Mexico, California
(counties: Imperial, Inyo,
Kern, Kings, Los
Angeles, Mono, Orange,
Riverside, San Bernadino
San Diego, San Luis
Obispo, Santa Barbara,
Ventura), Nevada
(counties: Clark, Esmeralda,
Lincoln, Mineral, Nye)

CONSULAT DE FRANCE/HOUSTON

M. Joël SAVARY, Attaché culturel
M. Maxime THIBON, Chargé de mission
777 Post Oak Blvd., Suite 600
Houston, TX 77056
Téléphone: (713) 528-3285
Fax: (713) 572-2914

Arkansas, Oklahoma,
Texas

CONSULAT DE FRANCE/MIAMI

Mme Victoire BIDE GAIN DE ROSA, Attachée culturelle
1 Biscayne Tower, Suite 1710
2 South Biscayne Blvd.
Miami, FL 33131
Téléphone: (305) 372-1615
Fax: (305) 577-1069

Florida, Porto Rico, Îles
Vierges américaines, Îles
Turques et Caïques et Îles
Caimans

CONSULAT DE FRANCE/SAN FRANCISCO

M. Cherif CASTEL, Attaché culturel
M. Grégory DOUET-LASNE, Attaché culturel adjoint
540 Bush Street
San Francisco, CA 94180
Téléphone: (415) 616-4908
Fax: (415) 397-0239

Alaska, California (all
counties not listed
above), Hawaii, Idaho,
Montana, Nevada, (all
counties not listed
above), Oregon, Utah,
Washington, Wyoming

NATIONAL FRENCH WEEK AT RIVIER COLLEGE

Rivier College, Nashua (NH) is a small Catholic institution, established in 1933, as an all-girl higher learning institution, founded by the Sisters of the Presentation of Mary. During the early years, those attending were from a French Canadian heritage, and all the Sisters of the Presentation were either French-Canadian or Franco-American. Needless to say, French was the language spoken on campus.

I am an alumnus of Rivier. Returning from Paris after many years of international postings, I rediscovered Rivier, now a co-ed liberal arts college. Unfortunately, French has almost disappeared, not only as the spoken language on campus but also in the list of majors and graduate degrees. I am employed as the only French professor, fulfilling the need of the required language courses for graduation. How sad, that a college created with a French Canadian background, has lost its French Department. Being here for a little more than two years, my goal is to bring the French language back to Rivier, my alma mater.

As I write the description of our French program during National French Week, French events are still present on campus. Our finale is November 17, a concert with the French singer Jacques Yvart. I have lengthened the scheduled National French Week on both ends, as the dates occurred in the middle of the week.

We introduced National French Week to the Nashua community early. On October 25, in cooperation with the Nashua Symphony, a Fabulously French Concert was performed, including a French dinner prepared by the Nashua High School cooking school.

On campus, National French Week began on November 3 with the movie *Amélie*. Sunday, November 9, we had a French student Mass, where the French 1 and 2 classes participated in doing the reading and the music. Non-French-speaking students as well as faculty and parents attended it. A reception sponsored by the French Club, "Le Rendez-vous français," followed the Mass. Hot cider and *clafoutis aux pommes* were served. This turned out to be a great social event for all.

Our French lunch attracted not only French students but also our faculty and other students. Our cafeteria staff provided all the food. I set up some tables in the cafeteria with red tablecloths and put small French, Quebec, and American flags on the tables. That evening Rivier Humanities Series helped us fund our guest speaker, Dr. Brian Thompson, who spoke on André Malraux's famous quotation, "Will the 21st century be religious or not." The lecture not

only attracted the students and faculty, but also the Honorary Consul of France for New Hampshire, Mrs. Adèle Bouffard-Baker. Also present was the former chair of the French Department, Sister Marie-Jeanne Ducharme, professor emerita. The former president of the Club Richelieu of Nashua, Lee Caron, was also in the audience.

As we close National French Week on November 17 with a performance by Jacques Yvart, I hope that Rivier's administration, the Modern Language Chair, and the Rivier Community, as well as the Nashua community will begin to acknowledge the importance of their heritage and the French language. Will it reawaken their interest in the French language and culture by bringing back to Rivier College the degree program? I will continue my efforts and hope that one day soon, we can once again offer our students a major in "the most practical foreign language."

Antoinette Drouart
Rivier College (NH)

WIN A TRIP TO QUEBEC CITY

Hundreds of French students across the U.S. and Canada have participated in the annual *Test de français international* (TFI) contest. It is a fun challenge and gives students proof of their French abilities that they can use on their resumes. As a teacher, you get to see the proficiency level of your students. You can also determine if their scores have improved and compare your class scores to the national average.

This year's contest is a little different from the previous ones. It is being held from November 1, 2003 until April 30, 2004. This gives you six months to test your students. Plus, for each one of your students who takes the test your name will be entered in a drawing for a trip to Quebec City. The more of your students you sign up, the better your chances of winning. Students who participate will have their name entered in a separate drawing for \$250.

The TFI test is designed by Educational Testing Service, the world's leading educational assessment organization.

Contact Mireille Tahiani at 1-800-615-8666 for contest details or visit the Web site at [www.toeic.ca/tfi].

MEMBERS' NOTES

The AATF was saddened to learn of the sudden death of AATF Honorary Member and former U.S. Senator **Paul Simon** (D-IL) on Tuesday, December 9 of complications resulting from heart bypass surgery. He was 75 years old. Senator Simon, first as a Congressman and then as a Senator, was a champion of the need for Americans to achieve competence in foreign languages. Senator Simon began his career as the owner of a small-town newspaper and was a prolific writer. Among his more than 20 books was *The Tongue-Tied American* which highlighted America's deficiencies in foreign languages and how that hindered our economic and diplomatic work around the world.

Senator Simon retired from the Senate in 1997 and founded a Public Policy Institute on the campus of Southern Illinois University. He taught an occasional political science or journalism course and greatly enjoyed his interactions with students. He continued to work on the public policy issues close to his heart, bringing to campus experts, political figures, and celebrities of all political persuasions for seminars and colloquia. In March 2002, the Public Policy Institute hosted a symposium on teaching foreign languages in the elementary school. The participants made a number of recommendations which were later communicated to governors, legislators, and officials in U.S. government agencies concerning support for the early study of foreign languages.

Senator Simon ran for the Democratic nomination for President in 1988. He was known for his trademark bow tie and his straight talking ways. He was made an Honorary Member of the AATF in 1981 and supported the move of AATF National Headquarters from the University of Illinois to Southern Illinois University in 1997. The AATF has made a contribution to the Joint National Committee for Languages-National Council for Languages and International Studies in Washington, DC in his name. We urge any AATF members who wish to honor Senator Simon's memory to do the same by contacting JNCL-NCLIS, 4646 40th Street, Suite 310, Washington, DC 20016.

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

HIGHLIGHTS OF THE *CONGRÈS MONDIAL* IN ATLANTA, JULY 19-23, 2004

Convention Registration

The convention registration form is available on the convention web site at [www.2004atlanta.org]. The registration fee for the five-day convention, including all the events and activities listed below (except as noted where additional registration is required) is \$150. This is a great bargain for the chance to hear speakers and performers of international reknown, and it includes the opening reception and closing dance as well as four evenings of Francophone music and performances. The early bird pre-registration deadline is **March 1, 2004**. After that date the rate increases to \$175 and after June 15, it increases to \$225. If you cannot obtain the convention registration form from the Web site, please contact us for a hard copy at [rosalba@siu.edu]

Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis, Missouri. See page 31 for requirements and page 27 for registration information. You must also register for the convention using the Convention Registration Form on the web at [www.2004atlanta.org].

Hotel

The convention hotel is the Hilton Hotel, located at 255 Courtland Street NE, Atlanta, GA 30303. We have negotiated a rate of \$115 + tax for single/double rooms, \$125 + tax for triple, or \$135 + tax for quad rooms. See the convention web site to make your reservation. Reservations must be made by **June 28, 2004** to receive the convention group rate.

Roommate List

We will again provide a roommate list for those wishing to find someone with whom to share a room. However, since this service will only be offered to AATF members, you must use the form on page 27 to sign up and include it with your convention registration form (which can be found on the web site). We provide the names and contact information for other AATF members requesting the roommate list, and individuals can contact others on the list directly.

Getting There

Airline

We do not have specific arrangements with any airline. However, we do invite you to contact Valerie Wilson Travel, our official convention travel agency. They will be happy to help members make their flight arrangements. Please contact Lisa Kader at 1-800-776-116, x3225 or 914-701-3225 or e-mail [lisak@vwti.com]. Remember to leave your travel requirements and your e-mail address

when calling.

Ground transportation

Transportation from Hartsfield International Airport to the Hilton Hotel is available via subway, shuttle service, or taxi. For those arriving on Sunday, July 18 and departing on Saturday, July 24, a free shuttle bus will be provided by the convention.

Other activities

Opening Ceremonies Monday, July 19 (10:30 a.m.-12:00 p.m.)

The convention begins with an opening plenary session where speakers will include Abdou Diouf, *ancien Président du Sénégal et Secrétaire général de la Francophonie*, and His Excellency Jean-David Levitte, French Ambassador to the U.S.

Opening Plenary Speakers Monday, July 19 (4:00-7:00 p.m.)

The afternoon plenary session will feature *conférences* by invited speakers, including Hélène Carrère-d'Encausse, *Secrétaire perpétuelle à l'Académie Française*.

Exhibit Opening Monday, July 19 (4:00-7:00 p.m.)

Our exhibit hall featuring over 70 exhibitors will open with a wine and cheese reception. Celebrate the opening of the convention, and see what our exhibitors and sponsors have to offer. Also located in the exhibit hall will be a snack bar, a *café concert* and a press corner where attendees have their picture taken and receive a press release in English or in French.

Concert by Zachary Richard Monday, July 19 (8:00-10:00 p.m.)

Help us welcome our international guests to Atlanta by celebrating American Francophone music with a concert by renowned *chanteur cadien* Zachary Richard. His commitment to the preservation of the French language and the Cadien heritage in Louisiana as well as his musical genius make him the perfect artist to open the *congrès mondial*. (See page 29 for more information.)

Theme Days Tuesday, July 20-Thursday, July 22

Each day will highlight one of the main sub-themes of the convention: *Diversité des politiques linguistiques, Diversité didactique et pédagogique et Diversité des usages*. Each day will begin with a plenary speaker who presents the theme, followed by semi-plenary speakers further delineating each theme. Each afternoon begins with several concurrent round table discussions on different aspects of the theme. Break-out sessions fill the rest of the day. Each evening will feature a performance from a

different Francophone region. The program will be posted on the web site in late spring.

Delegate Assembly Tuesday, July 20 (5:00-6:30 p.m.)

The AATF Delegate Assembly will meet early in the convention. Since many different activities must be coordinated for both the AATF and the FIPF, time and space must be used to their best advantage. We encourage all chapters to send at least one delegate to the meeting.

AATF Awards Luncheon Thursday, July 22 (12:00-2:00 p.m.)

Join us to celebrate a successful convention at the AATF Awards Luncheon and as we honor the achievements of our members during 2004. Menu: mixed green salad, broiled mahi-mahi, jasmine rice with egg and scallions, fresh vegetables, fresh fruit tart with mango coulis (\$45 per person; spouses and guests are welcome; pre-registration required; see page 27).

Closing Celebration Friday, July 23 (8:00-11:00 p.m.)

Join us for a *Soirée rock 'n roll* as we celebrate a successful convention, bid farewell to our foreign guests, and enjoy a social evening and dance featuring classic American rock, jazz, and blues.

Excursions Saturday, July 24

A number of day-long and two-day excursions are planned to allow attendees to experience the sights of the city of Atlanta and the state of Georgia. Attendees can choose to visit CNN Headquarters, Coca Cola, the High Museum, the Martin Luther King Center, Stone Mountain or participate in overnight excursions to Savannah or Charleston. For more information, consult the web site at [www.2004atlanta.org]. Valerie Wilson Travel will also help members plan post-convention trips to Disneyworld, Washington, DC or New Orleans.

Volunteers

We thank all those who have volunteered to help with the convention. The Organizing Committee will be in touch as plans develop further and needs become clearer. The Committee thanks you for your offer to help and your patience.

Programme

The *Comité thématique* has received nearly 800 proposals from more than 80 countries. The program will be far too extensive to include in the April issue of the *National Bulletin* as we usually do. Instead, we will include program highlights, and the full program will be included on the convention web site as items are confirmed.

Check the web site regularly for updates and new developments.

MOTS CHASSÉS:

Exercices sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 76, No. 4 (March 2003). Le corrigé se trouve à la page 32.

- I. Transformer les phrases suivantes en utilisant l'adverbe pronominal *en*.
1. Parlez-moi de ces pluies persistantes près de Nîmes.
 2. Il n'arrête pas de parler de «faire la nouba».
 3. Avez-vous ajouté de la sauce harissa à votre couscous?
 4. Le mot couffin est-il, oui ou non, dérivé du mot arabe «quaffah»?
 4. Vous êtes-vous inspiré de la coupe des burnous pour vous confectionner ce manteau?
- II. Complétez avec une préposition de temps ou de lieu.
1. Nous partons _____ Bordeaux _____ deux heures.
 2. Je n'irai pas _____ le coiffeur si le temps se gâte.
 3. Les vents soufflent _____ la côte ouest et nous amèneront de fortes pluies.
 4. Nous n'avons pas vu le soleil _____ 3 semaines.
 5. Ils se dirigeaient _____ Nancy quand l'orage éclata.
- III. Conjuguez le verbe au temps et au mode qui conviennent aux phrases suivantes.
1. Arrêtez vos annonces météo: vous vous (contredire).
 2. Nous partirons quoi qu'il (advenir).
 3. Ce beur (déchoir) de ses droits civiques l'an dernier.
 4. Le brick que j'ai commandé (frire) dans l'huile d'olive.
 5. L'été dernier, les vaches (paître) dans des champs dévastés par la canicule.
- IV. Complétez les phrases suivantes à l'aide d'un pronom indéfini (aucun, nul, chacun, rien, quiconque).
1. _____ ignore que les Français adorent savoir le temps qu'il fera le lendemain.
 2. _____ ne vaut un bon «clébard» pour garder sa maison.
 3. _____ s'oppose aux Moudjahidin risque sa vie.
 4. _____ d'entre nous, joueurs de loto, pensait qu'il avait la baraka.
 5. _____ de mes voisins n'est maghrébin.
- V. Mettre au style direct.
1. Je me demande ce que veut dire «une zone dépressionnaire».
 2. On s'interroge sur les raisons de ce temps chaotique.
 3. Il m'affirma que la chéchia est une calotte et non un manteau.
 4. Elle se demande qui fabriquera la gandoura de son mari.
 5. Elle me répondit que la neige tombait depuis plus de deux heures.

Colette Dio, Nancy, France

CONVENTION REGISTRATION SUPPLEMENT SPECIAL ACTIVITIES FORM

This form should accompany a regular convention registration form (to be found on-line at [www.2004atlanta.org]). Please use it to sign up for the following activities which are open only to AATF members.

NAME: _____

MAILING ADDRESS: _____

CITY, STATE, ZIP: _____

TELEPHONE: _____ E-MAIL: _____

I wish to receive the convention roommate list. (Note: The first list will not be generated before mid-April when enough registrants have requested it.)

AATF Awards Luncheon (\$45 per person) Thursday, July 22, 12:00-2:00 p.m.

_____ tickets x \$45

Total: _____

Academic Credit (1 graduate credit through Webster University) @ \$105

Total enclosed: _____

NNELL AWARD FOR OUTSTANDING SUPPORT OF EARLY FOREIGN LANGUAGE LEARNING

The NNELL Award for Outstanding Support of Early Foreign Language Learning will be given to an individual or individuals who have demonstrated outstanding support of early foreign language learning. Nominees may be actively involved in their efforts in a variety of ways including, but not limited to, the following: early foreign language specialist, classroom teacher, principal or other school administrator, district or state school superintendent, local or state foreign language coordinator or supervisor, parent, school board member, businessperson, civic leader, politician or elected representative.

The nomination for this award will be in the form of two letters of recommendation (a letter of nomination and a letter of support) from individuals who can attest to the nominee's work in the field of early language learning. The letter of nomination must come from a current NNELL member, and the letter of support should be written by another individual who is very familiar with the nominee's work for early language learning. The letters should include documentation that clearly demonstrates evidence of the ways in which the nominee supports early language learning. The nomination may also include up to five

pages of supporting evidence such as copies of newspaper articles that recognize the nominee's work for early language learning, sample items created by the nominee that show advocacy work, etc. The following are examples of criteria that can be considered in writing the letters of nomination as they apply to the nominee's work on behalf of early language learning:

- Demonstrates commitment to early foreign language learning in the school and the community, e.g., seeks ways to inform the community of the need for beginning language study early as an integral part of the school curriculum and in an uninterrupted sequence;
- Provides visibility to the foreign language program, e.g., seeks media and/or newspaper publicity of school foreign language events, sends newsletter with foreign language program updates to parents;
- Provides leadership in establishing and maintaining early language programs at the local or state level;
- Supports and provides professional development opportunities for early language specialists;
- Advocates for early language programs at the local or state level, e.g.,

represents his or her foreign language program at local or state school board meetings;

- Serves on local or state committees for early foreign language learning, e.g., advocacy projects, state foreign language association committee or board, PTA;

- Provides exemplary foreign language instruction in the classroom, e.g., collaborates with the foreign language specialist on interdisciplinary projects

Three copies of the nomination packet including the two letters of nomination and up to five pages of sample supporting evidence should be mailed as one nomination submission by **May 1, 2004** to: Dr. Mary Lynn Redmond, Chair, NNELL Award Committee, 6 Sun Oak Court, Greensboro, NC 27410; e-mail: [redmond@wfu.edu].

The nomination must include the contact information (mailing address and telephone number) of the individual who is submitting the nomination and the nominee. Award recipients will be notified by August 15, 2004, and the award will be announced at the annual meeting of the National Network for Early Language Learning in November.

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*.

_____ 100 copies of each flyer @ \$40 (a savings of \$5)

_____ 50 copies of each flyer @ \$20 (a savings of \$2.50)

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

Name _____

Address _____

Tel: _____

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

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 34. 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 *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*

_____ *Travel Guide*

_____ FLES* report (See page 34 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 _____

ZACHARY RICHARD TO PERFORM IN ATLANTA

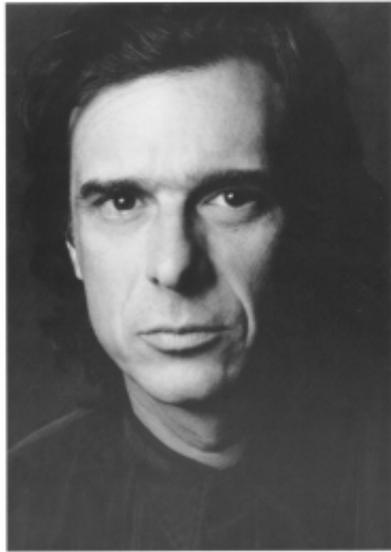
"I consider myself, first and foremost, to be a songwriter, and although I have been and continue to be influenced by the various ethnic styles of Louisiana music, I have never pretended to be a traditional cajun musician. My inspiration is steeped in the tradition but the songs defy its limitations."

Zachary Richard (pronounced *à la Cajun*: Ree shàrd) is one of a select group of artists able to participate fully in two distinct cultures. Growing up in Southwest Louisiana, his family traces its roots to the Acadian colony of eastern Canada and back 400 years to the west of

France. Speaking French with his grandparents, he discovered his Acadian heritage; his education and culture were none the less typically American. He cites his early influences as the Louisiana R&B of Professor Longhair and Clifton Chenier, the Chicago blues of Muddy Waters and Little Walter and the folk-rock of Bob Dylan and the Byrds.

Zachary Richard began writing songs during his college days in New Orleans and moved to New York City in the early 70s. A recording contract allowed the young singer to purchase his first Cajun accordeon which brought him the full appreciation of the Cajun musical culture. By 1976, he was

living in Montreal. Ten years, eight albums, and two gold records later, Zachary Richard decided to return to the bayous and begin another phase of his recording career, this time singing in English. Two albums for Rounder Records in 1987 and 1989, followed by "Women in the Room" and "Snake Bite Love" established Zachary Richard as an artist with an international following.



P.O.W.
PROFESSOR OF THE WORLD
BY THE UNIVERSITY OF THE SOUTH ALABAMA

In 1994, Zachary Richard returned to eastern Canada for the first time in many years. It was the beginning of a musical journey which led him to this latest album *Cap enragé*, the

first in French since 1984. "The sky opened up and it started raining French songs, it was a long time coming, but once it started it swept me along," he says of the experience. Though sung in the language of his ancestors, it is a remarkably American album, the songs influenced by an essentially American experience. Sung with a power and emotion which transcends language.

Zachary Richard is the ideal artist to open the *Congrès mondial des professeurs de français* in Atlanta by giving French teachers from all over the world a taste of American Francophone music.

NEW POSTER SERIES



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. 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*

This program, 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 des exercices pédagogiques. 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.

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: _____



CONGRÈS MONDIAL 2004 ATLANTA FIPF & AATF / 19-23 JUILLET 2004

YEAR OF LANGUAGES

The American Council on the Teaching of Foreign Languages (ACTFL) and co-sponsoring organizations proclaim 2005 the **Year of Languages in the United States**. Its primary objectives are as follows:

- Leave no American behind in the opportunity to learn at least two languages.
- Every American citizen should have the opportunity to learn to communicate in at least two foreign languages in addition to the mother tongue.
- Promote a world where multilingualism and cultural understanding prevail.
- Help sponsor more than 50,000 foreign language related activities in the U.S. at both the local and the national levels.
- Celebrate the history and use of all languages in the U.S. including those languages indigenous to the country.
- Sponsor workshops, conferences, competitions, theatrical performances, language festivals, and other activities.
- Involve students, parents, schools at all levels of instruction, academic disciplines other than foreign languages, and leaders locally, statewide, and nationally.
- Involve language teachers, American historians, civics educators, U.S. and world history teachers, teachers of international and global education, Native American educators, TESOL teachers in the U.S., heritage language groups and educators, museums and museum educators, The United Nations, U.S. representatives to the United Nations, special ties to UNESCO and the European Union, educators in the Western Hemisphere, Ministries of Education in the Western Hemisphere, Foreign Embassies and Consulates in the U.S., U. S. embassies and consulates abroad, U.S. Department of State, U.S. Department of Education, the U. S. Congress, members of the Executive branch Including the President, U.S. ethnic and immigrant groups and social clubs.

CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarship opportunities, National French Week, Small Grants, Outstanding Senior in French and Outstanding Teacher Awards [<http://www.frenchteachers.org>].

ACADEMIC CREDIT FOR ATTENDING THE 2004 CONVENTION IN ATLANTA

The AATF is pleased to be able to offer 2004 Atlanta Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$105. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must pre-register so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Monday, July 19 and concluding on Friday, July 23, 2003.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary sessions on Monday, July 19.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
 - ◆ FLES*
 - ◆ French and Francophone Cultures
 - ◆ Literature
 - ◆ Language Learning
 - ◆ Teaching Techniques
 - ◆ Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following:
 - 1) A summary and critique of each session;
 - 2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work;
 - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **September 15, 2004**.

If you are interested in receiving one hour of graduate credit, please register using the registration form on page 27. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly of Webster University [kennelly@webster.edu].

VINCENT L'ACCENT

Jane McConnell's student, Ella Wagner, created Vincent l'accent to help her classmates at Sanford Middle School remember the French accents as they practiced proper spelling and accent use. We are grateful to Ella for sharing her portrait with us.



Amusez-vous bien!

Jane McConnell
Sanford Middle School (DE)

CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 76, No.4 (March 2003). Les activités se trouvent à la page 26.

- I.
 1. Parlez-m'en.
 2. Il n'arrête pas d'en parler.
 3. Oui, j'en ai rajouté.
 4. Bien sûr, il en est dérivé.
 5. Absolument, je m'en suis inspirée.
- II.
 1. pour / dans; 2. chez; 3. depuis; 4. depuis; 5. vers
- III.
 1. contredisez; 2. advienne; 3. a été déchu (ou, fut déchu); 4. sera frit; 5. paissaient
- IV.
 1. nul; 2. rien; 3. quiconque; 4. chacun; 5. aucun
- V.
 1. Que veut dire «une zone dépressionnaire»?
 2. Comment expliquer ce temps chaotique?
 3. La chéchia est-elle une calotte ou un manteau?
 4. Qui fabriquera la gandoura de mon mari?
 5. Depuis quand est-ce-que la neige tombe? (lui demandai-je)

FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-72 (1927-1998) 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 5 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 and to increase access to those journals as widely as possible. Information regarding J-STOR is available at [www.jstor.org].

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See the announcement on page 8 for information concerning the 3-for-1 offer for a year's free membership.

MOVED? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.50 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be e-mailed to [abrate@siu.edu].

Change of Address		
Name _____	_____	_____
Last	First	Middle
New address _____		

City _____	State _____	Zip _____
Old address _____		
(as it appears on mailing label)		
City _____	State _____	Zip _____
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733; E-mail: [abrate@siu.edu].		

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 Année _____
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	

TEACHING ASSISTANT PROGRAM IN FRANCE

The French Ministry of Education is offering 1500 teaching assistantship positions in French primary and secondary schools to American citizens under 30 years of age, graduates or undergraduates, majoring or minoring in French.

This is a unique opportunity to spend 7 months in France with a monthly stipend, have a privileged insight into contemporary France, master the French language through linguistic immersion, and gain valuable teaching experience. Tasks include teaching English conversation classes (12 hours per week). There is a monthly stipend. For further information, please write to [assistant@frenchculture.org] or consult the Web site at [www.frenchculture.org/education/support/assistant/index.html]. The application deadline is **February 1, 2004**.

AATF PEN PAL BUREAU

Are you looking for a student-to-student or class-to-class pen pal exchange with France? Contact the AATF Pen Pal Bureau. Individual names of French students are available for \$.75/name. Group correspondence is available for \$7.50/class. We will provide you with names, and your students initiate the correspondence. For more information and to obtain the necessary order forms, contact: *Bureau de Correspondance Scolaire*, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; telephone: (618) 453-5731; fax: (618) 453-5733; e-mail: [akwalsh@siu.edu].

TOUR DU MONDE DE LA FRANCOPHONIE

The AATF is nearing agreement with *Francophonie sans frontières*, a non-profit association located in Toulouse, which is planning to organize a *Tour du monde de la Francophonie* contest on the occasion of the CongrPs mondial in Atlanta. Twelve lucky winners and two AATF French teachers will receive an all-expenses paid trip around the world. They will visit seven Francophone countries over a five-week period, departing from Atlanta on the opening day of the convention, July 19, 2004.

The contest will be open to all advanced high school students of French who will be at least 16 years of age by July 1, 2004. Each applicant will be asked to create and present on video a project on *la Francophonie*. Projects will be judged by a committee of AATF member teachers, and finalists will undergo a telephone interview to determine their level of proficiency in French.

The registration fee for students of AATF members will be \$10 per student. For students of non-members, the fee will be \$20 per student. Registrations must be received by **March 1, 2004** with projects due by **April 1, 2004**.

For more information and details on this contest once it has confirmed, consult the AATF web site at [www.frenchteachers.org].

NEW PUBLICATION

The AATF Commission on French for Business and Economic purposes is pleased to announce the publication *Frost in France: An American Recycling Company Negotiates a Joint Venture in France*. *Frost in France* is a role-play simulation designed to teach cross-cultural negotiation strategies. Maureen Maguire Lewis (the Fuqua School of Business, Duke University) is the author of the 80-page simulation. *Frost in France* is designed to teach undergraduate, graduate, and MBA-level students cross-cultural understanding, negotiation skills, communication and behavior adaptation, and environmental issues in France and the U.S. *Frost in France* was developed through funding by the U.S. Department of Education's International Research and Studies Program grant to the AATF and the Commission. For more information on *Frost in France* contact the San Diego State University CIBER Web site at [www-rohan.sdsu.edu/dept/ciber/frost.html].

ATLANTA CONVENTION JULY 19-23, 2004

ARTS AND FOREIGN LANGUAGE AT RISK OF BECOMING "LOST CURRICULUM"

SAYS ASSOCIATION OF STATE BOARDS OF EDUCATION "In leaving no child behind, we must be careful that we don't leave half of the child's education behind."

Arts and foreign languages instruction have been marginalized and are increasingly at risk of being completely eliminated as part of the public schools' core curriculum warns a new report by the National Association of State Boards of Education (NASBE). With most states emphasizing accountability in only a few academic subjects, primarily reading, math, and science, there is a growing fear that schools are narrowly focusing on those subjects at the expense of other important components of a comprehensive education, such as the arts and humanities.

"Unfortunately, arts and foreign languages are too often thought of as an 'educational luxury.' The fact is, however, that these subjects should be considered as fundamental to a child's education as the three 'R's,'" said Brenda Welburn, NASBE Executive Director.

Indeed, there is a substantial body of research highlighting the benefits of including the arts and foreign languages in the curriculum. Students who study and participate in the arts do substantially better than those who do not in almost every academic measure. Arts study can also help level the playing field for disadvantaged students.

The implementation of the No Child Left Behind Act (NCLB) has further raised concerns about the narrowing of the curriculum. While NCLB includes subjects such as the arts, civics, and geography as part of a core curriculum, there is a fear that states are focusing attention and resources on the law's primary emphasis on reading, math, and science to the detriment of other areas. As educators and policymakers focus on leaving *no* child behind, many are questioning whether our nation's schools are also leaving *half of the child's education* behind.

Parents and the public at large appear to intuitively understand this. A recent Phi Delta Kappa/Gallup Poll found that 80 percent of Americans have a great deal or a fair amount of concern that "relying on testing for English and math only to judge a school's performance will mean less emphasis on arts, music, history, and other subjects."

The report, *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools*, made several recommendations for state policymakers to promote arts and foreign

language instruction:

- Adopt high-quality licensure requirements for staff in the arts and foreign languages that are aligned with student standards in these subject areas;
- Ensure adequate time for high-quality professional development;
- Ensure adequate staff expertise at the state education agency to work in the areas of the arts and foreign languages;
- Incorporate both the arts and foreign languages into core graduation requirements, while simultaneously increasing the number of credits required for graduation;
- Incorporate arts and foreign language learning in the early years into standards, curriculum frameworks, and course requirements.

"Whether the label is a well-rounded education, a liberal arts education, or a comprehensive education, the goal is the same: to prepare students for the working world, for their roles and responsibilities as citizens in a democracy, and to prepare them for life in an increasingly interdependent and culturally diverse world. A student cannot be considered to be fully educated without learning about the arts and a foreign language. It is vital to a child's intellectual and personal development, but also imperative for the nation's well-being," said Welburn.

The report is available by calling (800) 220-5183.

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, Modern Languages, P.O. Box 44347, Lafayette, LA 70504-4347; e-mail: [hkt0718@louisiana.edu]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

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 some items are available on the AATF Web site: [<http://www.frenchteachers.org>]. Please allow 3-4 weeks for delivery.

REPORTS OF THE AATF FLES* COMMISSION

1. *French FLES* Around the World*, Lena L. Lucietto, Editor, 2000. \$9.00
2. *The FLES* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
3. *Attracting French FLES* Students*. Gladys Lipton, Editor, 1996. \$9.00.
4. *Reaching All FLES* Students*. Gladys Lipton, Editor, 1995. \$9.00
5. *FLES* Methodology I*. Gladys Lipton, Editor, 1994, \$9.00.
6. *Expanding FLES* Horizons*. Gladys Lipton, Editor, 1993. \$9.00.
7. *Evaluating FLES* Programs*. Gladys Lipton, Editor, 1992, \$9.00.
8. *Implementing FLES* Programs*. Gladys Lipton, Editor. 1991. \$8.00,
9. *Innovations in FLES* Programs*. Gladys Lipton, Editor. 1990. \$8.00.
10. *The People Factor in FLES* Programs*. Gladys Lipton, Editor. 1989. \$8.00.

NEW! Any 5 FLES* Reports for \$40. Complete set of 11 Reports for \$80.

PROMOTION OF FRENCH

NEW! *Video: 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. \$40.00 (members)/\$45.00 (nonmembers)

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

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

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

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

Guide to Support from Embassies (62 pp) outlines sources of information from the governmental agencies of France, Belgium, Quebec, and Switzerland. (Currently out of stock)

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)

1. Newly revised *Why French FLES*?*
2. *French by the Numbers* highlights with facts and figures the importance of French in the world.
3. *French is Not a "Foreign" Language* illustrates the close connections between English and French.
4. *Why Learn French?* Highlights business and career reasons to study French.
5. *Top 10 Reasons to Learn French*.
6. *Speaking French: an investment in the future*.
Bumper Stickers: *Forward with French*. 2 / \$1.00; 10/ \$4.00.

TEACHING VIDEOS

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 (non-members).

MEDALS AND AWARDS

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

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

AATF medallions, 1½ in.; blue, gold, and white cloisonné enamel; reverse side plain; two designs; please specify. Each \$5.25. Specify (1) Busts of Washington and Lafayette with AATF; (2) French hexagon, with "American Association of Teachers of French" around perimeter.

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

75th Anniversary AATF pin. Each \$4.00.

OTHER MATERIALS

NEW! *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)

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

T-shirt: Le Français change mais ne vieillit pas; white with blue lettering. Specify size (XL, XXL only). \$10 for 1; 2 for \$15. (While supplies last)

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

AATF Certificate of Merit. Each 15 cents.

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

Paris Monumental, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of *métro*. \$10.00.

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

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

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

NEW! *Un Calendrier perpétuel*. Newly revised and expanded 104-page *calendrier* highlights significant events in French and Francophone history as well as birthdates of famous individuals from all walks of life in the Francophone world. Resource list of Web sites and bibliography, complete index, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (non-members)

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

Swiss Kit. General information on Switzerland, including geography, maps, history, economy, political, and social systems, and short stories. \$6.00 for the first copy; \$1.50 each additional copy.

~~*Quebec Kit*. Full-size color map, poster, flag, pin, and numerous documents about the history and culture of Quebec. (No longer available)~~

AATF PROMOTIONAL ITEMS

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

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

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

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

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

AATF 75th Anniversary Tote Bag. White canvas with red/blue anniversary logo. \$8.00 (while supplies last).

To obtain any of these materials send your check or school purchase order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Prices valid through 5/31/04.

CALENDAR OF EVENTS

SOUTH CAROLINA FOREIGN LANGUAGE TEACHERS' ASSOCIATION, February 20-21, 2004, Columbia, SC Information: Carolyn L. Hansen, SCFLTA Executive Director, DLLC-Spanish Program, University of South Carolina, Columbia, S.C. 29208. Telephone: (803) 777-4171; FAX: (803) 777-7828; E-mail: [hansen-carolyn@sc.edu]; Web: [www.scflta.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 18-20, 2004, Mobile, AL. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; FAX: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.valdosta.edu/scolt].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT), March 25-27, 2004, Albuquerque, NM. Information: Audrey Cournia, SWCOLT, Telephone: (775) 358-6943; Fax: (775) 358-1605; E-mail: [courniaaudrey@cs.com]; Web site: [www.learnalanguage.org/swcolt].

OHIO FOREIGN LANGUAGE ASSOCIATION (OFLA) and OHIO AATF, March 25-27, 2004, Hilton Columbus, Columbus, OH. Information: [www.ofla-online.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), March 29-April 3, 2004, Long Beach, CA. 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].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 1-3, 2004, Dearborn, MI. Information: CSC, Patrick Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-025; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, April 5-9, 2004, San Francisco, CA. Information: AERA, 1230 17th Street, NW, Washington, DC 20036-3078. Telephone: (202) 223-9485; FAX: (202) 775-1824; Web: [www.aera.net].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 15-18, 2004, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web: [www.dickinson.edu/nectfl].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS, May 1-4, 2004, Portland, OR. Information: AAAL, 3416 Primm Lane, Birmingham, AL, 35216; E-mail: [aaal@primemanagement.net]; Web: [www.aaal.org].

WORLD CONGRESS OF FRENCH TEACHERS: JOINT MEETING OF THE FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS AND THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 19-23, 2004, Atlanta, GA. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrater@siu.edu]; Web: [www.2004Atlanta.org].

INTERNATIONAL CONFERENCE ON IMMERSION AND CLIL EDUCATION, September 2-5, 2004, Kokkola, Finland. Information: Jaana Laitinen, E-mail: [jaana.laitinen@kokkola.fi]; Web: [www.kokkola.fi/sivistystoimi/conference.htm]

AMERICAN TRANSLATORS ASSOCIATION, October 13-16, 2004, Toronto, CA. Information: ATA, 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 18-21, 2004, Chicago, IL. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; Telephone: (914) 963-8830; FAX: (914) 963-1275; E-mail: [actflhq@aol.com]; Web: [www.actfl.org].

AMERICAN COUNCIL FOR QUEBEC STUDIES BIENNIAL CONFERENCE, November 18-21, 2004, Château Frontenac, Quebec City, Canada. Information: Conference Chair, Raymond Pelletier, Canadian-American Center, University of Maine at Orono, 154 College Avenue, Orono, ME 04473; e-mail: [raymond_pelletier@umit.maine.edu].



INSTITUT PASTEUR UNDERGRADUATE INTERNSHIP PROGRAM IN PARIS / PAUL W. ZUCCAIRE INTERNSHIP PROGRAM

Due date: Friday, February 27, 2004

Founded in 1887 by Louis Pasteur and located in the heart of Paris, the *Institut Pasteur* is one of the world's leading biomedical research organizations. With more than 130 laboratories and 2,500 people on campus, it is a vibrant, international community devoted to basic scientific research primarily in the area of infectious disease.

Thanks to the generosity of the Paul W. Zuccaire Foundation, the Pasteur Foundation of New York has created a program for U.S. undergraduates to conduct summer internships at the *Institut Pasteur* in Paris. The goal of this program is to encourage American students in the pursuit of a scientific career and to expose students to an international laboratory experience. (For a list of laboratories and to download the application, please consult: [www.pasteurfoundation.org/zuccaire.html]). Specific fields include: Biochemistry/Structural Biology, Neurology, Immunology, Cell Biology, Molecular Biology, Genetics, Genomics, Microbiology and Experimental Medicine.

During the 8-week internships, interns will carry out research supervised by a lab mentor. Applicants should be eager to immerse in a different culture, and self-sufficient enough to arrange travel and secure housing in Paris. (Depending on availability, housing in a local residence for a modest amount may be a possibility.). Interns will receive a living allowance of \$400/week. Travel and housing are not paid by this program, but a \$300 travel subsidy is provided to interns traveling from the U.S.

Eligibility: Applicants must (1) be undergraduates with a strong interest in biosciences and biomedical research; (2) have completed two full years of college course work by the time the internship begins; and (3) not yet have received their undergraduate degree at the time of application. Knowledge of French or desire to learn it is advisable. Open to U.S. citizens only.

Awardees will be announced in early April 2004.

**PLAN NOW TO CELEBRATE NATIONAL
FRENCH WEEK
NOVEMBER 5-11, 2004**

REMINDER: IMPORTANT DEADLINES AND DATES

February 16, 2004	Deadline for AATF Summer Scholarship Applications (see page 7)
February 27, 2004	Deadline for Applications for the Pasteur Institute program (page 35)
March 1, 2004	Deadline for AATF Small Grant Applications (see page 19) Deadline for AATF Dorothy Ludwig Excellence in Teaching Awards (see page 11) Deadline for Registration for the <i>Tour du monde de la Francophonie</i> (see page 33)
March 21, 2004	Deadline for receipt of 2004 FLES Poster Contest entries to Chapter Presidents (see page 20)
April 1, 2004	Deadline for receipt of entries for the <i>Tour du monde de la Francophonie</i> (see page 33)
April 15, 2004	Application deadline for NEH Humanities Focus Grants (see September issue)
July 19-23, 2004	Congrès mondial des professeurs de français à Atlanta (see pages 25,27)
August 1, 2004	Deadline for submissions for special issue of the <i>French Review</i> on Québec (see page 29)
October 15, 2004	Deadline for Fulbright Teacher Exchange Applications for Academic Year 2005-2006 (see September issue)

CALL FOR PAPERS

“Le Génie de l’Acadie contemporaine : tendances dans les arts à l’aube d’un cinquième siècle,” International Colloquium organized by the Department of French at Dalhousie University, Halifax, Nova Scotia, 23-24 September 2004.

1604-2004. 400 years. Such an anniversary justifies great celebrations and authorizes all forms of hope. This colloquium seeks to take the pulse of contemporary Acadian artistic vitality, to grasp the range of its current propositions, and to reflect upon the ongoing elaboration of this tradition in the complex tensions which inhabit it, pulling it between its origins and its future. Literature, the visual arts, cinema and television, music, song, and all the performing arts: all of these fields of cultural expression will be subjected to a critical and scholarly scrutiny which will allow a rich, complex portrait of this four hundred year old people to emerge. The colloquium will be accompanied by readings by invited writers, an exhibition of Acadian visual arts, and the screening of films and other visual documents. We invite papers of 20 minutes length, in French or English, dealing with any aspect of the themes introduced above. Please forward proposals by e-mail simultaneously to Michael Bishop [bishopm@dal.ca] and Christopher Elson [celson@dal.ca], or by regular mail to: Department of French, Dalhousie University, Halifax, Nova Scotia B3H 4P9, Canada.

**WORLD CONGRESS OF FRENCH
TEACHERS
ATLANTA JULY 19-23, 2004!**



AATF National Bulletin (ISSN 0883-6795)
American Association of Teachers of French
Mailcode 4510
Southern Illinois University
Carbondale, IL 62901-4510

Periodicals
Postage Paid
Carbondale, IL
62901