

L'Élan

Bulletin de la Société Honoraire de Français et des Jeunes Amis du Français

PRINTEMPS 2018
SERIE 45 NO. 2

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Sous la plume de la présidente....

Chers amis,

During winter break this year, my family visited the Kennedy Space Center. I spent the day in a constant state of awe. At a time where we are barraged with horrific events: sick, evil or a combination of both, it was truly a respite to see all that we can achieve when we work together. Ironically, or perhaps not, so often during the day I thought of you.

The memorial “Forever Remembered” in the Atlantis pavilion honors those astronauts who lost their lives on the Space Shuttle Challenger in 1986 and Columbia in 2003. I thought of each astronaut, their families, their lives cut short, the dangers they knowingly faced. But there were moments that took my breath away. There was Christa McAuliffe (Challenger) and her famous: “I touch the future. I teach.” and Michael Anderson (Columbia) and his badge: “Being the best is never easy.”

We began our visit of the Heroes and Legends pavilion with a short film which asked: “What are the qualities of a hero and who is yours?” Throughout the building, memorabilia were organized by qualities of a hero. As I read these qualities, I couldn’t help but think about all the teachers who have influenced me: my own

Sous la plume...suite

teachers as well as colleagues in my school and in my professional organizations who gave me great ideas or who faced challenges in life with a dignity that transformed me. And I couldn't help but think about YOU, you who are reading this now.

In you, I see so many of these qualities: Principled, Tenacious, Disciplined, Confident, Curious, Courageous, Inspired, Passionate, and Selfless. Through SHF, I have come to know some of what you do for your students, above and beyond, and how you touch and enrich their lives. It is such an honor to serve you in a small way and to represent you for AATF.

It is getting to be that time of year again when teachers get – so very tired! I remember writing to the chapter presidents of my region several Augusts ago, telling them how excited I was thinking about standing in my so-clean room, in my new outfit, and doing that first lesson. First days are great because we haven't yet had time to make that first mistake or have that first regret. By the spring, there are so many do-overs I'd like to take, so many figurative Control "z" keys I'd like to type. When I read the conclusion that Apollo 13 was deemed "A successful failure", I thought to myself that this is all that we can hope for. That despite our fatigue and slipups, our students will still see how much we care and will still take away all the positive lessons that we work so hard to teach them.

David Brown (Columbia) wrote his mission statement that I share with you, with my deepest gratitude for all that you do for your students, for this profession that is so important to us, and for this language and culture which stole our hearts a couple of years or many decades ago: "To learn, to love, to shine brightly within my circle of influence, to leave a legacy".

Bonne fin d'année, chers collègues,

Abbe

A Noter.....

Pi Delta Phi is the French National Honor Society for college and university undergraduate and graduate students. Each year, the president does Internet searches of high school websites and social media pages to make sure that their name (both Pi Delta Phi and French National Honor Society) and images are not used. Please remember that our organization is the AATF Société Honoraire de Français or SHF. We realize how innocently errors occur when working with non-French speaking school personnel, but please be sensitive to this issue. NFHS is not an acronym that we may use. Merci



Travel Awards

Our congratulations to the 11 recipients of the 2018 SHF Travel Award. Twenty seven applications were submitted from 23 teachers. Now is the time to start thinking about applying for this generous \$1000 scholarship for your students for travel during the 2018 - 2019 academic year.



Félicitations to:

Lily Bannister, student of Monique Goodrow-Trach, Medfield H.S., Medfield, MA
Margaret Elizabeth Anton Elliott, student of Mary Townsend, Kettering Fairmont H.S., Kettering OH
Carmen Kay Folsom, student of Jane Weaver, Martin Luther King Jr. Academic Magnet School, Nashville, TN
Lauren Genevieve Hulshof, student of Jodi Johnson, Blue Valley North H.S., Overland Park, KS
Kaley LaBenne, student of Jacqueline Prugar, Ridgway Area H.S, Ridgway, PA
Mirna Maldonado, student of Tiffani Jones, Benjamin Banneker Academic H.S. Washington, DC
Mariana Recio Moreno, student of Amanda Liska, Rochester Adams H.S., Rochester Hills, MI
Natalie Regan, student of Cathy Kendrigan, Loyola Academy, Wilmette, IL
Sophia Kalena Sanico, student of John W. Daniel, York School, Monterey, CA
Shawn Siler, student of Stephanie Hill, Glacier H.S., Kalispell, MT
McKenna Thurber, student of Caroline Jones, El Camino Real Charter H.S., Woodland Hills, CA
Carson Timmons, student of Alexis Savas, Rock Canyon H.S., Lone Tree, CO

And to the alternates:

Michael Adamson, student of Jodi Johnson, Blue Valley North H.S., Overland Park, KS
Caitlin Isabella Martens, student of Amanda Liska, Rochester Adams H.S., Rochester Hills, MI

Meet our new Teacher Rep!

Andrea K. Isabelli ! Andrea has been teaching various levels of French and Spanish since 1990. She completed her undergraduate work at the University of Illinois in Champaign-Urbana during which time she spent a year abroad in Dijon, France, and she holds two Master's degrees. The first is in Educational Leadership from Northeastern Illinois University in Chicago and the second is in Curriculum and Instruction from Concordia in River Forest, IL. She currently teaches French at Woodstock High School and Woodstock North High School in Woodstock, IL, although she lives in Crystal Lake. She has taught there the past 16 years and has initiated not only the French Honor Society at both high schools, but also began taking students to Globalfest, Aventure Française, and the French Immersion Day. In addition to being French Honor Society sponsor, she also sponsors the French Club for 52 students from both high schools! She has also introduced students to the Grand Concours, National French Week activities and the Champions d'Expression oral competition. She has been taking students to France and Spain since 2002 and currently does an exchange with two high schools in Epernay, France. She was recently elected to the Executive Council of the Chicago/North Shore chapter of AATF and next year will be one of three co-directors of the French Immersion Day of which she has been a part since its inception 10 years ago. Another of her passions is leadership. She is thrilled and honored to be one of the teacher representatives for SHF. She has much to offer this auspicious organization and can't wait to meet everyone face to face this summer.



Look for her in Martinique this July, as she will be presenting a session on engaging students in the target language.

Creative Writing Contest

Our compliments to the 70 students, of 26 teachers, whose essays we had the pleasure of reading this year. In each category (A: Levels Two and Three; B: Four and higher), there were four essays which placed in first, second and third place, and three essays which received honorable mention. Scores were so close that we preferred to honor the winners without rank. It is our pleasure to publish these winning essays here, exactly as they were submitted. Please note that teachers were encouraged not to correct their students' writing – just to encourage them to be creative and begin their essays with: “Vous n’allez jamais me croire quand je vous dis que..., mais c’est bien vrai et je peux vous le prouver.”

2018 SHF CREATIVE WRITING CONTEST WINNERS **CATEGORY A**

Student's name: Derrick Mirochnik
Teacher's Name: Sheila Steinberg
High School: Parsippany Hills High School NJ
Title: Poème



Vous n'allez jamais me croire quand je vous dis que j'ai gagné le loto, mais c'est bien vrai et je peux vous le prouver!

Je n'ai pas gagné beaucoup d'argent, ou une voiture
Je n'ai pas gagné un voyage à l'étranger ou une bateau
Mais, j'ai gagné une toute vie neuve, avec une famille qui est unie, et les amis qui m'aident avec toutes difficultés dans ma vie
J'ai gagné un chien blanc et une nouvelle maison pour ma famille
Toutefois, je n'ai pas gagné un ordinateur ou un téléphone, des jeux vidéo ou un livre
Mais, j'ai gagné une vie qui j'adore
Une vie qui je peux vivre au maximum
Une vie qui je me donne plaisir
Par conséquent, je peux vous le prouver parce que j'écris ce poème avec amour, et bonheur

Student's name: Sandra Cong

Teacher's Name: Anne Macharia

High School: Westwood High School TX

Title: Ce qui te définit, toi?

Chère fille,

Tu ne vas jamais me croire quand je te dis que tu es belle...

Oui, tes yeux sont petits

et ton estomac a grossi.

Et oui tes cuisses sont potelées

et le nombre sur l'échelle te fait grimacer.

Mais tu n'es pas définie par tes petits yeux;

tu es définie par ta nature gracieuse.

Et tu n'es pas définie par le nombre sur l'échelle,

mais par ta personnalité facile et naturelle.

Et oui la fille dans le magazine a de longues jambes et de beaux cheveux.

Lorsque tes cheveux sont gras et tu atteins seulement cent soixante-deux.

Mais tu es aimée parce que tu es toi;

tu as tes propres sourires et beautés cachées, alors pourquoi?

Pourquoi n'être pas définie par

Comment tes petits yeux illuminent et tes gras cheveux soufflent dans le vent,

et comment tu donnes toujours cent pour cent?

Pourquoi veux-tu bouger ton nez ici ou déplacer tes yeux là-bas

quand ton visage, tes yeux et tes cheveux ne te définissent pas?

Je ne peux pas prouver que tu es belle, seulement tu peux le faire,

alors saisis le courage et définis-toi par la beauté de ton intérieur.

Cordialement,

Le toi authentique.

Student's name: Yahya Bardini

Teacher's Name: Florence Schranz

High School: Chaparral High School CO

Title: Un dragon en ville

Vous n'allez jamais me croire quand je vous dis que j'ai vu un dragon, mais c'est bien vrai et je peux vous le prouver.

Hier après-midi, j'ai fait une promenade à Denver et j'ai eu faim, alors j'ai cherché un restaurant. J'ai trouvé un Macdos et je suis entré. À l'intérieur, j'ai vu un dragon! Il n'était pas très grand, ou menaçant, mais c'était un dragon qui faisait semblant d'être une personne! Il portait un chapeau, un crayon sur le chapeau et un costume et, plus bizarre encore, personne ne semblait surpris! Sauf moi debout comme un débile interloqué qui regardait le dragon fixement! Il a continué comme si c'était normal! Il a bu son café il a mangé son hamburger comme une personne normale! J'ai pensé, ce n'est pas possible, je ne regarde pas un dragon dans un Macdos et ce dragon ne peut pas manger un hamburger et boire le café maintenant, alors j'ai fait venir le police. Ils sont arrivés, et ils ont évalué la situation et ils ont ri comme des singes! Ils m'ont dit "Garçon, le 9-1-1 est seulement pour les urgences! Ne nous téléphone pas si il n'y a pas une urgence s'il te plait. Au revoir!" et ils sont partis! Apparemment un dragon c'est normal pour Denver... le monde est un peu trop bizarre pour moi. Oh, et ma preuve? J'ai volé le crayon sur le chapeau du dragon. J'ai saisi le crayon sur sa tête, c'était facile, vraiment. Voici le crayon!

Student's name: Shreya Kusumanchi

Teacher's Name: Marie Hanna

High School: Twinsburg High School OH

Title: Est-ce que tu peux me voir ?

Vous n'allez jamais me croire quand je vous dis que je suis invisible, mais c'est bien vrai et je peux vous le prouver.

Depuis ma naissance, je me sentais bizarre. Les gens ne me reconnaissaient pas et j'étais juste une partie de l'arrière-plan. Mais, plus tard, je me suis habituée à ce sentiment. Même à l'école, on prenait des photos pour l'annuaire sur les gradins et on m'a demandé de rester devant. Après les photos ont été prises, beaucoup de mes camarades de classe ont couru dans les escaliers et j'ai été poussée dans les escaliers vers le sol. Pour un moment, je me suis assise par terre et je me demandais pourquoi personne n'est venue m'aider ou pourquoi personne n'a remarqué ma chute. Ensuite, je me suis levée, je me suis nettoyée de toute saleté et tristement je suis rentrée chez moi. Quelques semaines plus tard, par la poste, l'annuaire est arrivé. Quand j'ai regardé à travers, je n'ai vu aucune trace ou aucune photo de moi qui était typique. Je n'étais pas visible sur la photo de groupe mais je savais que j'étais devant. J'ai cherché encore et encore mais je ne pouvais pas me trouver. Je me demandais si cela était vrai dans ma vraie vie. Être entourée par beaucoup de personnes, mais se sentir seule et invisible. Ce n'était pas grave si j'étais invisible ou pas parce que je me sentais vraiment comme ça et ce n'était pas un choc.

2018 SHF CREATIVE WRITING HONORABLE MENTION AWARDS CATEGORY A

Student's name: Yucheng Zhang

Teacher's Name: Anne Macharia

High School: Westwood High School TX

Title: Une petite sorcière avec un rêve



Vous n'allez jamais me croire quand je vous dis que je suis sorcière inexpérimentée mais puissante, mais c'est bien vrai et je peux vous le prouver.

J'ai toujours voulu utiliser mes pouvoirs exceptionnels pour une bonne raison, cependant, j'étais trop jeune et je ne comprenais pas les besoins des gens. Maintenant, je ne suis pas très certaine quels effets mes actions auront, mais je suis dédiée de faire de mon mieux pour aider le peuple.

Regardez ça, c'est ma baguette magique! Elle laisse une trace de la poudre de perlimpinpin quand je l'utilise. La poudre est délicate et soyeuse, avec une teinte bleue pervenche. Est-ce que vous pouvez voir la poudre?

J'ai un grand plan pour changer, même un petit peu, les vies des gens. Nous vivons dans une planète grandiose, mais les actions de certains ont diminué cette magnificence. Alors, avec ma baguette magique...

Les pollutions qui ont taché le ciel bleu, j'éliminerai le gris et je ramènerai le bleu dans le ciel.

La violence qui a infesté l'autrefois belle ville, je ferai disparaître et à sa place, je restaurerai la paix.

Les pauvres qui n'ont pas eu les chances, je les aiderai et je construirai les opportunités pour améliorer leur vies.

Les animaux qui ont été des espèces en voie d'extinction, je les sauverai et je protégerai leur environnement.

Je sais que cette imagination est trop belle pour être vrai, mais avec votre assistance, nous pouvons réussir. Voulez-vous m'aider?

Student's name: Sophia Li

Teacher's Name: Anne Macharia

High School: Westwood High School TX

Title: Les couleurs de l'enfance

Vous n'allez jamais me croire quand je vous dis que je pense que l'enfance ne finit jamais, mais c'est bien vrai et je peux vous le prouver.

À l'école, nous apprenons les lois de la physique. Mon frère rentre chez nous chaque jour avec quelque chose qu'il nous enseigne au dîner. Pour ma mère, la science n'a jamais été intéressante, mais elle, elle l'écoute quand il parle. Elle me dit qu'elle va nous regarder grandir une seule fois. Je pense qu'il y a trois lois de la maternité: elle ne peut pas nous garder près de la maison, ne peut pas nous garder près d'elle, ne peut pas nous garder pour toujours.

Quand nous étions jeunes, mon frère et moi passions les vacances au musée d'art du centre-ville. Nous ne pouvions pas comprendre les peintures, et nous courions partout en criant les couleurs que nous avons vues. "Rouge!" était la robe d'une reine espagnole, et "vert!" dansait sur chaque feuille dans le jardin de Monet. Nous avons pensé et senti comme des artistes. Il y a un art spécial dans l'enfance que nous n'oublierons jamais.

Bien que nous grandissions, nous garderons notre enfance près de nos coeurs. Nous viendrons dîner tous les soirs avec plus d'histoires et de vérités. Nous voyons toujours les couleurs dans toutes nos expériences et émotions, même dans les choses que nous ne comprenons pas. Donc, nous ne passons jamais l'âge de nos enfances—ils seront toujours une partie permanente de la vie.

Student's name: Cindy Lam

Teacher's Name: Sheila Steinberg

High School: Parsippany Hills High School NJ

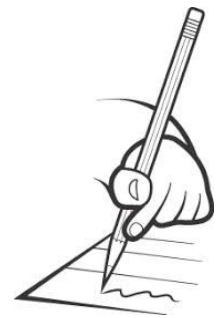
Title: Le Rêve

Vous n'allez jamais me croire quand je vous dis que j'ai rencontré Dieu dans mon rêve.
Je sais que ça sonne bizarre mais c'est bien vrai et je peux vous le prouver.

Dans mon rêve, je me noyais,
je m'éloignais de la surface.
Mon doigt pouvait toujours sentir la chaleur brillante du soleil,
mais le reste de mon corps gelait dans la sombre froide mer.
Je baissais dans mes idées noires,
avec personne qui ne m'aidait.
Je croupissais,
tout seul.
Peu importe à quelle vitesse, je nageais à travers mes peurs,
j'étais bloquée dans ces eaux troubles.
Ce n'était pas un rêve,
mais un cauchemar.
"Quelqu'un me sauve,"
j'ai crié...Dans l'océan des larmes.
Il n'y a personne,
personne ne voulait me sauver.
Alors, j'ai vu une image déformée au-dessus des eaux,
"Mes yeux me trompaient-ils ?"
Et c'était quand j'ai vu Dieu,
qui m'a montré une main qui a été percée par un clou.
Il m'a tiré de mauvaises mers,

et m'a donné la force à continuer à vivre.
Il m'a gardé au-dessus des vagues,
parce que je n'étais jamais seule.
"Je vous aime peu importe quoi,
ne l'oubliez pas", Il a dit.
Soudain, je me suis réveillée,
à la sensation de sable et au bruit des vagues.
Je suis sauvée.

2018 SHF CREATIVE WRITING CONTEST WINNERS CATEGORY B



Student's name: John Davis

Teacher's Name: Cynthia Bailey

High School: Boiling Springs High School PA

Title: Le fugitif

Vous n'allez jamais me croire quand je vous dis que je suis en fuite du gouvernement, mais c'est bien vrai et je peux vous le prouver.

Cette débâcle tout a commencé quand j'avais dix ans. Je me souviens du jour comme si c'était hier:

Un samedi ordinaire, plusieurs hommes menaçants ont apparu à la porte.

«Nous collaborons avec le gouvernement des États-Unis, et tu dois venir avec nous,» a dit un homme d'une voix rauque. «T'es le candidat parfait pour nos tests. Ils commenceront immédiatement.»

Ni mes parents ni moi ne pouvions en protester. Les hommes m'ont traîné à leur van et ils ont commencé à conduire. Je n'ai vu plus jamais mes parents.

Pendant six années, j'étais emprisonné dans un camp souterrain avec d'autres garçons similaires et nous étions injectés avec des produits chimiques toxiques.

Je suis un des quelques gens survivants. Après ces expériences, je suis devenu un résultat à succès. Je pouvais changer mon apparence à volonté. Le gouvernement des États-Unis voulait que je sois espion secret.

Je ne voulais pas être espion. Donc j'ai échappé au camp et maintenant je suis en fuite.

L'enveloppe dans laquelle vous avez trouvé cette lettre contient une clé USB. Vous y trouverez ma photo d'identité, quelques fax de documents gouvernementaux, une vidéo d'une démonstration de mes pouvoirs, etc.

Attaché à cette lettre, j'ai laissé des instructions pour les gens qui voudraient m'aider.

Student's name: Elizabeth Jerse
Teacher's Name: John-Michael Langa
High School: Beaumont School OH
Title: La Mère Nature

Vous n'allez jamais me croire
Quand je vous dis que je
J'ai fait une promenade avec Mère Nature,
mais c'est bien vrai et
je peux vous le prouver.

C'était tôt le matin
quand elle a tapoté
sur ma fenêtre.
Elle pleurait.
Elle voulait me parler.
Alors nous nous sommes promenées
et elle m'a raconté des histoires
d'une époque quand elle a été contente
et la Terre, sa maison, était paisible.
Elle a souri à ces souvenirs.
Puis elle était silencieuse
et une larme s'est coulée sur sa joue.
Elle était très belle mais très triste
et je savais qu'elle souffrait mais je n'ai rien dit.
Finalement, elle a continué.
Elle m'a expliqué qu'elle avait mis son soi entier
dans sa création
et en retour, on l'a battue, dégradée et ignorée,
que sa maison a été envahie, ravagée, et laissée dans le chaos,
et que tout le temps elle criait et pleurait à l'aide,
mais personne n'est jamais venu la sauver.
« Qui vous a fait cela? » j'ai demandé en colère.
« Toi. » elle m'a répondu.
Si vous ne croyez pas mon histoire
Regarde cette fleur qu'elle m'a offerte.
C'est la seule chose qu'elle avait à donner-
Une belle fleur, symbole de son amour et de son pardon.
Et elle n'avait qu'une seule requête :
Que je prenne soin de sa création.

Student's name: Emily VanGorder

Teacher's Name: Florence Schranz

High School: Chaparral High School CO

Title: Étrange visiteur

Vous n'allez jamais me croire quand je vous dis cela, mais c'est bien vrai, et je peu vous le prouver!

J'étais dans ma cuisine, en train de faire du thé en préparation d'étudier pour mon interro sur les guerres de Napoléon, quand j'ai entendu un "Boom!" J'ai couru à la porte, et qui j'ai trouvé? L'empereur Napoléon! Il était par terre, se plaignait qu'il a frappé sa tête. Quand j'ai offert de l'aider, il s'est levé et m'a salué.

J'ai demandé ce qu'il faisait ici mais il disait que les questions devrais attendre. Avant que j'ai eu le temps de demander "Que voulez-vous dire?", il est entré dans ma cuisine. J'ai suivi et l'ai trouvé en buvant le thé et mangeant un biscuit. Il a commencé une discussion sur la guerre de Waterloo, ses stratégies et formations de bataille.

Je ne savais pas quoi dire, comme je ne savais pas grand chose sur la bataille ou l'histoire des guerres, mais c'était fascinant à écouter. Il est considéré comme un génie militaire, après tout. Comme nous avons continué à parler, nous avons fini le thé et les biscuits. Il s'est levé et a disparu. Et soudain je me suis réveillée assise à ma table, avec ma tête sur mon livre d'histoire!

J'aurais pensé que c'était un rêve, mais juste devant moi était la chapeau de Napoléon! Je ne sais pas d'où ça vient, mais je suis certaine que je vais réussir mon interro!

Student's name: Janelle Ponnor

Teacher's Name: Sheila Steinberg

High School: Parsippany Hills High School NJ

Title: La carte au trésor

Moi: Vous n'allez jamais me croire quand je te dis que j'ai trouvé une carte au trésor!

Mon amie: Quoi? C'est incroyable!

Moi: Hier, je lisais un livre à la bibliothèque. Soudain, une feuille de papier est tombée du livre. Je l'ai apportée avec moi pour te montrer.

Je sors la feuille de papier.

Mon amie: Elle semble être très ancienne. Il y a beaucoup de taches.

J'ouvre la feuille de papier et, à l'intérieur, il y a une carte avec une allée sinueuse et un coffre au trésor à la fin.

Moi: Mais la carte est de quel lieu?

Mon amie tourne la carte. Soudain, elle crie.

Mon amie: Tu as trouvé la carte dans la bibliothèque, oui? C'est une carte de la bibliothèque!

Moi: Oui! Allons-y! On peut chercher maintenant!

Moi et mon amie courons à la bibliothèque est nous commençons à chercher le trésor.

Nous suivons les allées sur la carte et enfin, nous nous retrouvons dans la section des enfants.

Tout à coup, quelqu'un a tapoté sur mon épaule: la bibliothécaire.

LB: Puis-je vous aider?

Nous n'avons rien dit. Elle a vu notre carte et elle l'a prise.

LB: Où est-ce que vous l'avez trouvée? C'est un dessin qu'un enfant a fait ici pendant un événement. Elle l'a perdu et elle a beaucoup pleuré. Maintenant, je peux le retourner! Merci!

Moi: Alors, il n'y a pas de trésor?

LB: Bien sur que non!

Nous regarde l'une l'autre et nous rions.

2018 SHF CREATIVE HONORABLE MENTION WINNERS

CATEGORY B

Student's name: Natalie Majc
Teacher's Name: John-Michael Langa
High School: Beaumont School Ohio
Title: La Licorne



Vous n'allez jamais me croire quand je vous dis que j'ai vu une licorne mais c'est bien vrai et je peux le prouver.

vous

Hier, je me promenais dans mon quartier quand j'ai entendu le bruit d'un cheval près de moi. Le bruit était fort et rare dans mon quartier, qui est partie d'une grande ville, pas un petit village champêtre. J'ai décidé de suivre le bruit et de trouver le cheval. J'écoutais le cheval et le suivais chaque fois que je l'entendais. Bientôt, ça sonnait plus fort qu'avant et je savais que j'étais proche. J'ai vu la queue du cheval derrière une maison et j'étais excitée de la voir. J'ai marché vers la maison et j'ai vu que le cheval n'était pas un cheval, mais une licorne!

Ses cheveux étaient de plusieurs couleurs : rose, bleu, jaune. Elle était plus grande qu'une voiture et très forte et élégante. Mais le plus surprenant c'était sa corne, qui était au milieu de son front. J'étais très surprise mais excitée, je croyais que les licornes n'existaient que dans les contes de fée. Rapidement, j'ai pris une photo pour avoir une preuve à vous montrer. Quand j'ai levé les yeux, elle était déjà partie. Voilà, je vais vous montrer la photo maintenant si vous ne me croyez pas. Attendez! La licorne n'est pas sur la photo, c'est juste un jardin à l'arrière d'une maison. Je suis sûre qu'elle était là. Peut-être que je rêvais.

Student's name: Joanna Burghardt
Teacher's Name: Florence Schranz
High School: Chaparral High School CO
Title: Le Paradis

Vous n'allez jamais me croire quand je vous dis
Que j'ai vu le paradis,
Mais c'est bien vrai
Et je peux vous le prouver...

Le soleil se couvre derrière les montagnes
Le froid se lève de la terre
Le monde arrête de bouger
J'attends une minute
Lentement, mes yeux s'adaptent à l'obscurité
Et je ne peux pas le croire
Des millions de petits lumières envahissent le ciel
Comme mille lucioles qui nagent dans la nuit
Je n'ai jamais vu quelque chose d'aussi magnifique
Mes problèmes restent sur la terre
Je monte vers la lune
Je ne pense à rien
Je danse avec les étoiles toute la nuit
Je suis totalement heureuse
Rien n'est meilleur que ça
Mais le ciel se change en rose

Et les étoiles partent
La réalité revient
La preuve est là
Vous pouvez voir chaque nuit
Que le paradis dans le ciel est réel

Student's name: Natalie Fischer

Teacher's Name: Florence Schranz

High School: Chaparral High School CO

Title: J'ai volé

J'ai volé!
Vous n'allez jamais me croire,
mais vous allez voir.

Je vais vous dire une chose incroyable,
invraisemblable mais véritable.
C'est l'histoire magnifique d'un jour,
le jour que je garde dans mon coeur pour toujours.
C'est l'heure de commencer;
Est-ce que vous êtes prêts à m'écouter?
Vous n'allez jamais me croire,
mais c'est une vraie histoire.
La vérité est là: J'ai volé...
et non, je n'étais pas en train de rêver.
J'ai appris à voler en été,
et j'admets que j'étais nerveuse d'y aller.
Mais quand j'ai volé, j'étais pleine de vie;
J'étais grande, et le monde petit.
Il faut que vous me croyiez,
parce que j'ai la preuve a vous montrer.
C'est un document officiel, un papier,
et il dit: "Natalie a volé".
Vous n'allez jamais me croire,
en attendant de le voir:
Le certificat de la journée
où j'ai fait du parachutisme à l'intérieur, et j'ai volé.

Calendrier

le 18 juillet - 21 juillet, 2018
91st Annual AATF Convention
La Pointe-du-Bout, Martinique
late registration:
www.frenchteachers.org/convention



La Bourse aux Idées

editor's note: Submissions of chapter events have been solicited from various SHF chapters around the country based upon their Annual Reports. Those posted here represent news offered when the call for our very first online edition went out. Please consider submitting for the fall 2018 newsletter. It would be wonderful to share the many activities your students are involved in. Especially of interest are details about spring inductions. Information and requirements on how to submit text and photos can be obtained from aatfelan@gmail.com.

French actor visits class

CHAPTER: International Studies Preparatory Academy

LOCATION: Coral Gables, FL

SPONSOR: Corinne L'hermite

In October 2016, under the auspices of the Consulate of France in Miami, French actor Ahmed Brame visited the International Studies Preparatory Academy (ISPA). The young actor came to present his recently released movie *Once in a Lifetime (Les Héritiers)* that he co-wrote with movie director Marie-Castille Mention-Schaar, to students enrolled in the French bilingual program.

Based on a true story (Ahmed Brame's personal experience in Anne Angles' history class at the Lycée Leon Blum located in the suburbs of Paris), the film describes the journey of a French history teacher, who convinces her class of juniors made up of rebellious and underprivileged students to participate in the annual *Concours national de la Résistance et de la Déportation* (National Contest of Resistance and Deportation). The filmmaker takes us through the



vicissitudes of a heterogeneous group of young men and women from all faiths, who slowly learn about tolerance and acceptance while creating a common project dealing with "Children and Teenagers under the Nazi Regime." Against all odds, the group ends up winning the first prize.

The film was overwhelmingly well received by the students, who warmly greeted the tall and slender twenty-four-year old actor as he arrived on the school premises. During a question and answer session, Ahmed explained how meeting holocaust survivor Leon, whose parents were deported during the war, had changed his perspective on life and made him less self-centered and selfish. He and his classmates were touched by Leon's willingness to share his story with youngsters to prevent other



massacres. Leon's testimony is the most moving scene of the film as you can sense intense emotions going through the students' minds.

Ahmed emphasized that working on this project with students from different origins and beliefs made him a better and more considerate human being. Speaking in a language accessible to young students, he stressed the importance of education and highlighted the impact his teacher had made on his life. Anne Angle's faith in her students made all the difference as she motivated the group to work hard and believe in themselves. Ahmed concluded by urging the students to pursue their education and to follow their dreams. It was an inspirational visit, and a "once in a lifetime" experience that ISPA students will remember for years to come.

Haunted House Service Project

CHAPTER: Blytheville H.S.

LOCATION: Blytheville, AR

SPONSOR: Candice Groves

The Blytheville High School chapter of the National French Honor Society participated in twelve service projects during the 2016-17 school year. Sponsor Candice Groves explained, "Giving back to our community is a major component of our chapter. Beyond academics and citizenship, I also require my students to contribute at least four hours of community service during each school year to maintain their honor status, but nearly all of them contribute much more than that."

Some of the community service projects change from year to year, but most have become a staple and something that the students eagerly anticipate as each season approaches.

One project in particular involves a partnership between the students and the Arts Council of Mississippi County, a non-profit organization whose purpose is to instill arts in the Blytheville community. Every October, SHF students and Arts Council volunteers spend the majority of the month transforming the Historic Ritz Civic Center into a huge haunted house called, "*The Haunted Theater*." These same volunteers then take on acting roles as ghouls and goblins to raise money for the Arts Council's children's programming which is offered to over 2,500 school-aged children throughout the county, free of charge.

On average, each student who participates in "*The Haunted Theater*" service project contributes around 20 hours of volunteer service to the organization. Some students go above and beyond though, contributing as many as forty or more hours of service. In a letter to the Blytheville School District Administration, the Arts Council Board President, J.D. Harris, said of the students, "*Their dedication to the community and diligent efforts in assisting The Arts Council with their annual fundraising Halloween event is a reflection not only of themselves, but to the Blytheville School District as well.*"

Mrs. Groves hopes that by introducing the students to so many local organizations and community leaders and by exposing them to the needs affecting their local community, perhaps her students will continue taking the initiative to seek ways to volunteer and in doing so, encourage others to follow in their footsteps.



Teaching in the elementary school

CHAPTER: Central Dauphin H.S.

LOCATION: Harrisburg, PA

SPONSOR: Tricia Larson

On Tuesday, April 18, 2017 members of the Central Dauphin SHF and Central Dauphin French Club teamed up to spread the joy of learning French to elementary students at Paxtonia Elementary School. The students worked in pairs and chose which topics they wanted to teach to 16 different classrooms at the elementary school. The students covered vocabulary such as numbers, colors, animals, sports, or foods. They developed informative and interactive twenty minute lessons for kindergarten, second, third and fourth grades classes. The students developed these lessons during four afterschool planning sessions. The lessons were well received by the teachers and students. One elementary teacher stated, *“They did a great job and the kids were very interested and enjoyed it. I am so glad we did this. We should teach 2nd languages in elementary to really get them interested in other languages.”* Our future goal is to continue the program and try to grow it to multiple lessons throughout the year and at other elementary schools in the district.

National French Week

CHAPTER: Monadnock Regional H.S.

LOCATION: Swanzey, NH

SPONSOR: Lori Streeter

This past November, the Monadnock Regional High School’s *Société Honoraire de Français* celebrated National French Week in Swanzey, New Hampshire.

Each day of the week had a theme: Sports, Food, Careers, STEM (Science, Technology, Engineering & Math), Performing & Visual Arts. There was a daily event that took place during the lunch block and was open to all students in the school which included beignet making and free samples for everyone, croquet and Boules in the courtyard; Guest speakers from business and the military; A metric system guessing contest of weight and length; An interactive recreation of the Louvre museum where the art comes to life!

There was also an international film festival which included an after school viewing of “Le Petit Nicolas” in French with English subtitles as well as a “family night” showing of “Ratatouille” in the library in English with French subtitles.

The French II, III, IV and AP classes took turns teaching French lessons to elementary school students across the street. This included games, songs and cultural activities which included an Francophone artist coloring contest and a Mardi Gras parade with Krewe themed floats.

The French I class drew francophone flags with sidewalk chalk on the slip of the front entrance and created flags that were displayed in the entry hall of the school.

In all, the week was successful at introducing the school and the community to our French Language Program. We hope to add even more events next year!

Cajun history project

CHAPTER: Madison-Ridgeland Academy

LOCATION: Madison, MS

SPONSOR: Valerie Abraham

Last November, for National French Week, our school celebrated Cajun history and culture. Our week was filled with fun classroom activities, but the highlight of our Cajun week was a trip to Vermilionville, a historic village in Lafayette, Louisiana.

What inspired this unit was a trip I took to Cajun country one summer ago. I visited Vermilionville on a Sunday and was quickly transported to a different place. Local artisans and musicians, dressed as early settlers, brought a unique sense of place and culture to the village. As I moved my way from house to house, I found joy in hearing Cajun and Creole French when speaking with the locals. A French native with a partly Acadian ancestry, I was in Cajun paradise, or so I thought, until I tasted bread pudding from the onsite restaurant, *la Cuisine de Maman*, and watched dancers quickly move around the ballroom to the rhythm of zydeco music--local bands play every Sunday at the village. Other highlights of the village included demonstrations such as loom and basket weaving, wood working, fiddle playing and blacksmithing. If you plan a visit to Vermilionville, make sure to schedule a cooking lesson or a ride on the bayou in a pirogue. Should you decide to eat outside the village, check out the nearby city of Rayne, frog capital of the world. This whimsical city features murals and statues of frogs throughout. It also has a great selection of cafés and restaurants that serve the wonderful flavors of Cajun cooking.

Excited by the rich culture of the Lafayette area I decided to explore the city of Thibodeaux and its Jean Lafitte National Historical Park and Preserve, where rangers went out of their way to make my visit a memorable one. I first watched the wonderful video *The Cajun Way: Echoes of Acadia*, a tearful rendition of the Acadian life in Nova Scotia and the Grand Dérangement. I then visited the museum that recreates the different aspects of Acadian, native American and Creole life in early Cajun Louisiana: a mound of useful information for creating my unit. Armed with pictures, books and DVDs, I headed back home to Jackson, MS and started preparing for a week of fun activities.

On Day 1 of National French Week, with the help of a PowerPoint and short videos, I quickly introduced the history of Acadians' life prior to and after the Grand Dérangement. I showed my students how the Acadians of Nova Scotia settled in parts of Louisiana and Texas with the help of the Spanish, Creole and Native American people and quickly learned to adapt to their new environment.

On Days 2 and 3, my students were assigned different aspects of early Cajun life in Louisiana as they collaborated on a PowerPoint using Google Slides. Some of the themes on which they worked included Cajuns' adaptation to Louisiana, their music, folklore, food and life on the bayou.

On Day 4, we left Jackson for Vermilionville. Part of our visit included a dance lesson, Cajun style. A wonderful instructor first shared with us the history and customs around Zydeco music and dancing. We then paired up and danced our way around the room for 20 minutes or so. A bagged lunch was waiting for us at the end of our dancing session.

On Day 5, I showed my students how Cajuns used the natural resources of the land to the fullest, without wasting any parts of it. We especially looked at how corn husks were used to make dolls. My students were led into making their own dolls. Unfortunately, I was not able to find husks anywhere in town at the time of our hands-on activity; I used pieces of colorful felt fabric instead. My students became very creative and started accessorizing their dolls with barrettes and ties among other things. After our labor of love, we sampled Cajun food: jambalaya, gumbo,

red beans and rice, and of course beignets for dessert. I may have my students cook these Cajun staples next time and organize an “Iron Chef” type competition where other faculty members are invited to sample and judge the food.

I may be a bit partial by saying that I left part of my heart in Cajun Louisiana, but it has me returning time and time again. It may be that my heritage is partly Acadian and if it were not for my ancestors who chose to rebuild their life in France after the Grand Dérangement, I too could be living the flavorful Cajun life today.

RESOURCES:

- *L’Acadie, Hier et Aujourd’hui*, sous la direction de Phil Comeau, Warren Perrin et Mary Broussard Perrin (book)
- *Against the Tide, The Story of the Cajun People of Louisiana* (video produced by the very talented singer Zachary Richard)
- *The Cajun Way: Echoes of Acadia* (available for viewing at national historical museums and parks that showcase Acadian history; check the city of Thibodaux and its Jean Lafitte National Historical Park and Preserve).
- *First Cousins* (video available for purchase at www.firstcousinsfilm.com/store.html)
- *Acadie Liberté* (DVD available for purchase on Amazon and other merchant sites)
- *Le Lac Bijou* (song by Zachary Richard)
- The wonderful website www.acadian-cajun.com
- YouTube for zydeco music and demonstrations on weaving and bousillage

Spirit Rock

CHAPTER: South Iredell H.S.

LOCATION: Statesville, NC

SPONSOR: Bonnie Estes

We have what we call a spirit rock at our school which clubs can paint by reserving a date and paying \$20.00. I had seen photos of other French Clubs which had painted their rocks, so I thought that might be a fun activity for my IB seniors, a chance for them to get out of the classroom and get their hands dirty, all for the sake of promoting French.

I had previously mentioned to the class that we would be doing this but some students didn’t catch it. So when the day arrived to paint, and I told them all to leave their backpacks and follow me, they were excited! Most didn’t know where we were going or what we were going to do until we arrived in front of the school at the rock. Their faces lit up as I unloaded the three cans of paint and brushes from my bin, and told them it was all theirs. I only instructed that they paint the “Tri-color”, and that they each had to write a French phrase in black paint on it. Then, I let them go! It was fun watching them coordinate who would paint what, and see their smiles as they enjoyed this time outside in the North Carolina sunny weather, even though it was November.





When one of my weaker students exclaimed, “Mrs. Estes, this is one of my most favorite days of French class!”, it made me think. Like many French teachers, I have my students for multiple years and have time to discover their other talents. This student was a place kicker on the varsity football team; another one of my weaker students was a dynamite goalie on her soccer team. Since they didn’t feel successful in my class, I tried hard to pay attention to their accomplishments and congratulate them when they came in each day with a high-five. My hope is that I can light a spark of enthusiasm so that they will have a greater appreciation of French, and perhaps even pursue it in college or beyond.

French Fest

CHAPTER: East Carter H.S.

LOCATION: Grayson, KY

SPONSOR: Ben Hawkins



One of the yearly events of the Mary Jo Netherton Chapter of SHF for the past 23 years is called “French Fest”. Last year, our theme was “French Rocks!” with a focus on all of the reasons that make French a relevant and exciting world language and culture to study.

The basic format for our “French Fest” at East Carter usually consists of the food contest, where students in all French classes bring in a dish that they have prepared by themselves in one of four categories: quiches, crêpes, desserts, and “other”; some special presentations by students from each of my French classes, either a poetry recitation, song performance or teaching about some aspect of culture; a few presentations or performances by some special guests, usually colleagues and professors from other schools and nearby universities; and finally we finish the evening by having a game where we pit the parents against the students, for a little good-natured fun!

The food contest is also usually juried by one-to-two guest judges with the winners in each category winning a prize. The teacher, Mr. Ben Hawkins, will also usually perform at some point in the evening a dance to a French pop song as his alter-ego, “Monsieur H, le mec français”.

For more information about the “French Fest” go to the following website for the history as well as photos from each year: <http://www.eastcarterfrench.com/french-fest.html>

Teaching French in the elementary school

CHAPTER: New Berlin West Middle/High School

LOCATION: New Berlin, WI

SPONSOR: Leah Weyers

The New Berlin West French and Spanish Honor Societies collaborate frequently on activities within our school and our district community to promote the study of languages. This past Spring, approximately 20 students from both French and Spanish Honor Societies paired up to teach French and Spanish to the 5th grade classes at one of our elementary schools in our district over a period of 5 weeks. Our high school allows the flexibility for students to travel to other district schools for school-related events during the school day.

My Spanish colleague, Nicole Thompson, and I organized the exchange with the principal and 5th grade classes at the elementary school, but the rest was up to our students. The students were divided into four groups, two for each language. They chose a cultural topic related to their language and they came up with the lesson plans, created the materials, practiced and presented their lesson in front of their peers and then taught their lesson to four different groups of 5th graders over the course of four weeks. For the 5th week, Spanish and French students collaborated together to create a lesson about the celebration of Mardi Gras and Carnival in the French and Spanish speaking worlds. They created a presentation with photos and information about the diverse ways people celebrate these events, and then organized a craft for all the 5th graders to do together. The 5th grade students created Mardi Gras masks with sequins, feathers, markers, and glitter.

The 5th grade students and their teachers were very engaged and excited about the chance to learn a little bit about French and Spanish from former “graduates” of their elementary school. The members of both French and Spanish Honor Society were not only able to use their language skills, but they also got to experience the rewarding opportunity of sharing their knowledge and watching the younger kids make connections with what they were learning and what they already knew. As a teacher, it was a wonderful experience for me to sit back and watch my students put into action what they had learned and give back to our school district community. This was the favorite event of the year for many students who participated, and those who have not yet graduated intend on being part of this opportunity when we do it again during the 2017-2018 school year.

Service project for the MuanJadi Organization

CHAPTER: Castle View H.S.

LOCATION: Castle View, CO

SPONSOR: Ann Damanti

Eight years ago, I went to a World Languages conference where Sandra Bea was a presenter. She had just started the MuanJadi Organization to help girls from her former hometown of Mbuji-Mayi in the Democratic Republic of Congo to stay in school. In our small town, there had not been much opportunity for community service. I was very intrigued by Sandra’s presentation and got in contact with her. The tuition for one year for one girl is \$75. I thought how perfect; we could do that.

The next week, I talked to my students about it. They were very excited and interested in helping the girls. They decided to have a garage sale in April. They collected items from other students for the sale. This was April and the weather was miserable. We even had some snow, but they soldiered through it. Sandra stopped by with her two small children. She was so thankful to those students who would spend a miserable, snowy Saturday morning to raise money for girls they did not know, who lived around the world. They were so proud of themselves when we raised enough to sponsor two girls.



When Sandra went to the Congo that summer to deliver the scholarship, something a little sad but very interesting happened. Two of the girls for which she had scholarships had passed away due to illness. She had two extra scholarships. A girl named Kabishi Meji was not one of the lucky selected. However, she waited outside the door where Sandra was giving the scholarships for three hours and asked Sandra “Why didn’t you pick me?” Her letter did not seem that convincing, but her three-hour wait did convince Sandra to give her one of the two scholarships. She became one of our girls.

Every year we came up with more and more money and were able to sponsor 45 girls including Kabishi. In addition to garage sales; we started to sell cookies and chocolate from a French local bakery on Valentine’s Day; we sold bracelets, did car washes. We paid for Kabishi’s last 3 years of high school. She then mentioned to Sandra that she would love to go to college and become a math teacher. We asked Sandra how much would that cost? She told us it would be about \$400. We then said, we will pay for her. We have done so for the past five years, and we are so proud of her. She graduated this summer and is now a math teacher.



My students were not satisfied with just helping a few girls and four years ago, one of my students accompanied Sandra to the Congo to deliver the scholarship herself. Then three years ago, they proposed the MuanJadi organization for our school wide MAD (Make a Difference) week charity. They convinced several panel members to allow us to be in the running and managed to have a majority of the students vote for them. We won, and for the first time in the school’s French Honor Society history, we more than doubled the amount that we were planning on making. We made enough to sponsor 200 girls for 2 years.

I am so grateful to Sandra for giving me an opportunity to present her organization to my students. Moreover, I am grateful her organization gave them an opportunity to be kind and make a difference in the lives of young girls that live around the world. It gave them a different view of the world, very different from their very sheltered suburban life.

[Guest Speakers](#)

CHAPTER: Mountain Brook H.S.

LOCATION: Mountain Brook, AL

SPONSOR: Audrey Laird

Last fall, a former student sent an email that he would like to come speak to my students. He had just finished a two-year commitment to the Peace Corps and had been assigned to Benin, a small francophone country in western Africa.

I had originally planned for Charlie to speak to a group of *Société Honoraire de Français* members, but in the end, he spoke to all of my students. His story and his pictures mesmerized them. Here was someone who had sat where they were sitting, grown up in the same community, and had now lived a remarkable adventure. And this wasn't a student who had been studying French since elementary school and breezed through AP. He had only taken two years of French in high school. He was, as my students would tell me later, a "normal" student who was very relatable. I particularly loved one photo of Charlie, standing on a dusty road with the Benin countryside in the background, a big grin on his face and holding a French/English dictionary under his arm. He said he carried it everywhere, and reading it was his primary source of entertainment in a village with no electricity.

This experience by itself provided a wealth of discussion points for my classes. Culture? Check. Communities? Check. Communication? Check. And on and on. And then, out of the blue, another email. This one arrived from a *Société Honoraire de Français* member's father. He had met someone through work who was a native French speaker from Togo, and this man, Kuami, spent his free time attending French conversation groups and, when possible, talking to French students about the importance of studying foreign languages. The email asked if I would be willing to host him.

What are the odds of having the two francophone Africa presenters in one year in our suburban school in Birmingham, Alabama? Quite remarkable. I began communicating directly with Kuami. To me, it is important to find out a little information from anyone that I put in front of my students. He was happy to provide references from schools where he had spoken to groups of students. One of these teachers I had known for years, and she gave me a glowing review of this man's visit to her classroom.

I invited Kuami to come and speak to a group of *Société Honoraire de Français* members. Wow. He walked around and spoke to everyone in the room. He spoke passionately about growing up in a country extraordinarily different from our community. He spoke of dictators and voodoo and food so spicy that it made everything he ate here taste bland. He explained how he had learned five languages growing up, and why that was normal in his tiny country.

What Kuami had to say was so powerful that I asked him to come back and speak to all of our French students. He graciously agreed, and now we have plans for him to continue returning. Currently we are working to plan a SHF dinner, so that he can teach us how to make fofou, one of the most common dishes in Togo. As someone who did not grow up eating spicy dishes, I am worried that I will need to keep a fire extinguisher close to my mouth, but Kuami assures me that the dish will be appropriate for my sensitive American palate!

Each of these two guest speakers was amazing in their own right. Combining the two into one year took amazing to a whole new level. Students were able to compare the different experiences of Charlie and Kuami in Benin and Togo. They learned about countries in Africa that had not been on their radar before this year, other than to breeze through on a list of francophone African nations. They made connections between the two visitors that I never expected. Their interest lasted long after the classes were over, and they returned to class with more questions, having done research on their own time based on what interested them the most. Every single one of my AP students referred to at least one of the visitors and/or Benin and Togo on their AP exam. Students remember these experiences long after class is over.

Springfield Welcome Home Organization: International Garden

CHAPTER: Central H.S.

LOCATION: Springfield, MO

SPONSOR: Jeff Loughary

How often have you heard of suffering somewhere in the world and longed to be able to help? This longing is often greater knowing that our students might be able to use their French language skills to overcome a communication barrier. This year, our SHF chapter was able to join forces with other clubs and community organizations to create what we call our International Garden. In collaboration with the Central High School Botanical Society, CHS French Club, Springfield Welcome Home, the French Service-Learning course at Missouri State University, and community members, we were able to create several large raised garden beds where refugee families can cultivate fresh fruits, vegetables, and herbs from spring through late fall. This project was funded by our principal, Dr. Lisa Anderson, in addition to club donations.

. Most of these families do not have space for a garden at their apartments and since public transportation can be difficult, a nearby sunny area with access to water was necessary. A large area near the student parking lot was selected to create raised garden beds which connect existing garden spaces around the high school campus. The raised beds were built by high school and university students as well as other community members. French students enjoyed the opportunity to meet French-speakers during our work days. The garden spaces are now in full bloom and the families that use them are able to grow what they like. This project will most certainly develop into even more community partnerships. More information about the Springfield Welcome Home organization can be found at their website: <https://www.springfieldwelcomehome.com/>



CHAPTER: Loretto Academy

LOCATION: El Paso, TX

PREPARED BY: May-Lise Le Thanh

FHS members participate in an annual "Jingle Mingle." This is a school wide fundraiser held during the holiday season that helps clubs gather money that goes to their charity of choice. SHF has chosen to raise money for Haiti for the past seven years. Each year SHF students create a handmade wreath and auction it as part of the fundraiser. Students also sell crêpes, macarons, and other articles to raise money for charity.

Our largest fundraising opportunity is Loretto Academy's annual Language Fair. This is quite a lively event and is enjoyed by every student in the school. The fair is held at the school and has various activities. Music is played in different languages including French and SHF members are in charge of many different stands for students to visit. We sell bracelets, bows, bookmarks, pastries and much more at this fundraiser. SHF members are also in charge of running some of the games offered at the fair. Some of the more popular ones include a jigsaw puzzle of French

provinces, a guessing game with French words, and a matching game comparing French and English texting styles. Each of these games are hand made by the students the stands are run by the students each year as well. The Language Fair is one of the most anticipated events of the year second only to the French Mass.

Cell Phone Pocket Fundraiser

CHAPTER: East Aurora H.S.

LOCATION: Aurora, IL

SPONSOR: Sarah Birdsall

The East Aurora High School chapter of SHF in Aurora, IL ran a very successful fundraiser during the 2016-2017 school year. With the help and guidance of her students, advisor Sarah Birdsall placed a bulk order for cell phone pockets. These small, blue, adhesive pockets are made to be affixed to the back of student's cell phones to carry IDs or credit cards, and can be made with any custom label. SHF decided to use the general "East Aurora French" label that had been created by students the year before in order to sell to a broader audience (all French students as opposed to only SHF members). The pockets were sold by students during their lunch hours, to friends in the hallways, and at after-school events for \$3 each. Pockets were purchased by students of all types, whether they took French, another language, no language, or even attended a different school. By the end of the school year the SHF chapter had made over \$500 in profits. On the first day of school this year, students were still asking about the pockets and if they would be for sale again. This fundraiser has helped to spread not only awareness of SHF at East Aurora High School, but also an enthusiasm and pride for those who are members and those who take the language. (Pockets purchased from AnyPromo.com)



editor's note: The following article was submitted in the original call for articles. Although not written in the vein of the other articles, it is sharing insight into the ceremony that many chapters will be sponsoring for new inductees this spring.

Induction Ceremony Motto

CHAPTER: Orange County School of the Arts

LOCATION: Santa Ana, CA

SUBMITTED BY: Matt Matusiewicz

I've never been one for ceremony, but recent events have caused me to change my mind. Having been elected president of my high school's *Société Honoraire de Français* this past spring, I was ecstatic to be able to lead such a happy and passionate group of high school students.

To be clear, I am not French. I have no connection to the French vulture or any francophone culture for that matter, but I have now studied it academically for five years and plan to continue to study it in higher education. The French language, on the other hand, is not alien to me at all. In fact, it was my first language.

Like many Americans, my mother's family is one of diaspora -- Irish, specifically. To escape The Troubles, an ethno-nationalist civil war that spanned from the late 60's to the late 90's, my mother and her family moved to America, expecting an America of English and hard work. It was

the latter, but the former was a false assumption. Moving to northern Maine, my mother's family was expected to speak French. This is one of the languages I learned to speak as a child. At age six, my parents realized that I needed to speak English and stopped speaking in French. When I was offered the choice to study Spanish or French in high school, I elected to take French. And suddenly, I was given a voice I had lost so long before.

In doing research for the beginning of the school year, I found the customary initiation ceremony *La Course du Flambeau*. We had not had one in my three past years of *Société Honoraire de Français*, and I was excited to see what this would offer. We lit our candles and I turned off the lights. In addition to having them repeat the motto: *Celui qui sait deux langues en vaut deux*, we repeated the chosen motto for the year: *Un pour tous, tous pour un*.

I then asked them to make me a promise. I asked them to recognize the power they had in knowing English and French. "Whatever it is that you like, whether science or math, or history or French or English -- give that to someone else. When I ask you to pass this torch, it is not just today but hereafter, as you are going to give someone else a voice. You are going to give someone else power." What I didn't say after that was this: "because this is what French has given me."

My French teacher and I chose this year's motto not just because of Dumas' incredible influence on the work of other French writers, but because of all the applications of it. When we think of the French language, we think of France, but of all the other countries where French is spoken. They also are part of this *un*.

From Headquarters:



Our SHF Secretary, Christy Brown, submitted the following information:

We welcomed 56 new SHF charters and three new JAF charters this year. *Bienvenue!* Last year, there were 266 Annual Reports filed. And we read them ALL! This number is significantly higher than in previous years, and we think that everyone agrees that online filing our streamlined report is the reason. Please remember that filing you

Annual Report each year is a requirement to maintaining your active status which is in turn a requirement for either of our awards.

For induction, we have sent out 9,587 lettered and 3,887 unlettered SHF certificates and 177 lettered and 43 unlettered JAF certificates. And there are new requests every day. Teachers continue to order Second Year certificates (540 for SHF and 11 for JAF), Third Year certificates (126 for SHF) and Fourth Year certificates (10 for SHF). For graduation, teachers ordered 3,746 honor cords and 154 stoles. And among our new items, 49 teachers ordered our beautiful new banner! To date, we have processed 1228 orders. As you can see, it has been a busy year! We ask you to keep this in mind when you are contacting us with concerns. Mistakes happen on both ends and please know that we want nothing more than to help you run your charter efficiently!

Local Constitution

It is most important to create a local constitution of your chapter's *Société Honoraire de Français* specifically as it relates to **By Laws I: Membership; 4. Member Status; a and b** of the national constitution (online on the AATF-SHF site). If parents contact the national office to ask about selection or dismissal criteria, they are referred to the particular school and sponsor and ultimately what the local constitution says.

Think about what is important to you and what works for your school. Ask yourself:

- If underclassmen are inducted, is it important to you that they continue to study French throughout high school to retain their membership and wear honor cords at graduation?
- How active must they be in activities and/or school projects?
- Are there any activities such as National Foreign Language Week and the *Concours* that they must participate in?
- What will you do if they do not maintain their grade? What requirement may be imposed by your school?

Once you have completed your local constitution

- Go over the specifics with your principal and give him a copy. Better yet, leave a spot for you both to sign. Explain your reasoning and make sure he supports it.
- In the beginning of the year, give your students a complete checklist of all they will need to do if they wish to be inducted and what they will need to do to maintain their membership.

L'Elan, bulletin de la *Société Honoraire de Français* et des *Jeunes Amis du Français*, is a non-profit publication which operates under the auspices of the American Association of Teachers of French. It is published in the fall and spring as a service to its members and sponsors and other world language professions.

L'ELAN

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