

NATIONAL BULLETIN

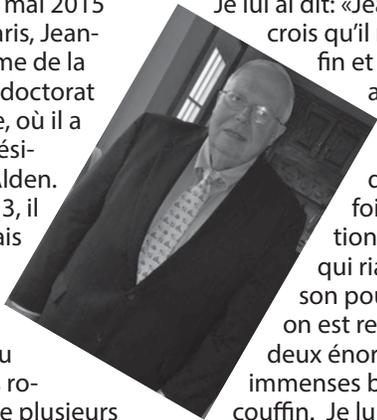
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PHOTOS DE SAGUENAY



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Jean-Pierre Piriou, Président honoraire de l'AATF, est décédé le 6 mai 2015 à l'âge de 72 ans. Né à Paris, Jean-Pierre a obtenu un diplôme de la Sorbonne et ensuite son doctorat de l'Université de Virginie, où il a travaillé avec un autre président de l'AATF, Douglas Alden. Jusqu'à sa retraite en 2013, il était professeur de français à l'Université de Géorgie où il a également servi pendant de nombreuses années comme chef du Département de langues romanes. Il était l'auteur de plusieurs livres et manuels.



Pendant longtemps Jean-Pierre a participé à la correction des examens AP. Il a donné de nombreux ateliers de formation pour professeurs de français AP et il a fait partie du comité de développement des examens.

Jean-Pierre a été promu Commandeur dans l'Ordre des Palmes académiques en 2007. Il a été élu Vice-Président et puis Président (2001-2003) de l'AATF et Président de l'American Society for the French Academic Palms (1998-2008). Il a servi au conseil d'administration des Alliances françaises aux USA et au Board of Trustees de Athens Academy.

Ceux qui connaissaient Jean-Pierre savaient qu'il avait plusieurs passions, les voyages, les blagues, la bonne chère et sa famille. Lors de sa présidence de l'AATF et en préparation du congrès mondial que l'AATF a organisé en 2004, j'ai eu l'occasion de faire plusieurs voyages en compagnie de Jean-Pierre, notamment à Rio de Janeiro, en Martinique et plusieurs fois à Paris. C'est grâce à Jean-Pierre que l'AATF est retourné en Martinique après 20 ans d'absence.

Je me souviens en particulier d'une visite à Paris où Jean-Pierre avait commissionné de sa femme et de sa fille d'acheter une poupée Corolle dans un couffin pour l'anniversaire de sa petite-fille Anne-Catherine. Il s'était renseigné pour trouver un magasin de jouets non loin de notre hôtel. Il m'a demandé si je voulais l'accompagner. On s'est dirigés au grand centre commercial Place d'Italie où le jeune employé du magasin n'avait visiblement pas envie de nous aider dans le rayon poupées.

Il y avait l'embarras du choix—poussette, lit à bascule, landau. Finalement, on

a trouvé le couffin et s'apprêtait à payer. Je lui ai dit: «Jean-Pierre, fais gaffe. Je crois qu'il ne s'agit que d'un couffin et qu'il n'y a pas de poupée avec». Effectivement, c'était le cas. On est alors retournés à la recherche d'une poupée. Encore une fois, il y avait tout une sélection—poupée qui dormait, qui riait, qui pleurait, qui suçait son pouce. Il a fait son choix et on est repartis dans le métro avec deux énormes sacs contenant deux immenses boîtes avec la poupée et le couffin. Je lui ai demandé: «Mais comment est-ce que tu vas pouvoir monter dans l'avion avec ça?» La solution: mettre la poupée dans le couffin pour n'avoir qu'une seule boîte. On a voyagé dans différentes directions; donc je ne sais pas comment il a réussi à rentrer avec sa poupée Corolle, mais il l'a fait.

Jean-Pierre utilisait son charme et son immense sens de l'humour pour réussir des coups auxquels personne d'autre n'aurait pensé. Une fois, lors d'un congrès à Washington, DC, plusieurs personnes, dont quelques membres de l'AATF, ont été décorées des Palmes académiques à l'Ambassade de France. Après nous étions une dizaine à nous présenter dans un restaurant français à Georgetown, un samedi soir sans réservation. Jean-Pierre a demandé au maître-d'hôtel: «L'Ambassade de France n'a pas téléphoné pour vous prévenir de notre arrivée? Nous venons d'une cérémonie de remise des Palmes académiques (dont effectivement deux d'entre nous portaient la médaille)». Quelques minutes plus tard il nous a trouvé une table libre.

Ou mieux encore, tout le long du congrès de l'AATF à Paris en 2000, il a réussi à garer sa petite voiture de location ordinaire dans les quelques places justes devant la porte de cet hôtel de luxe, au milieu des Ferrari et des Lamborghini des clients riches, tout en blaguant, en flattant, et en jouant avec les portiers.

C'est en réfléchissant pour écrire cet hommage que j'ai bien ri en pensant à tous les bons moments passés en compagnie de Jean-Pierre. Tous ceux qui le connaissaient pourraient en dire autant.

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

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

MESSAGE FROM THE PRESIDENT

Septembre déjà? Oui, septembre déjà! Une nouvelle rentrée, un nouveau défi, de nouvelles possibilités! Whether this is your first year or your fifty-first year, each rentrée represents new opportunities, and of course, new challenges. As you plan your best strategies to draw your students to newer heights, remember that the AATF is here to encourage and help you. Let one of your goals be greater involvement in your local or national AATF. One of the results will be greater success in your classroom. Try it! It works!

As you plan your classes, be sure to add the AATF activities open to your students: the essay and video contests for National French Week, le Grand Concours, and la Société Honoraire de Français. Remind your students that if they succeed well, they will be eligible for awards and scholarships, including the Outstanding Senior in French Award, the Excellence in French Award, and the Walter Jensen Scholarship for Study Abroad. Find out more about these opportunities at [www.frenchteachers.org/hq/awardsandgrants.htm]. This year the National French Contest will begin its transition to on-line administration. Be among the first to share in this inaugural moment! Remember also that elementary and middle school students are eligible for membership in les Jeunes Amis du Français (see page 40) as they aspire to the Société Honoraire. And finally, examine your program and see if it qualifies for the designation of "Exemplary Program." We have ten

at the Opening Session, so that you also may feel the presence of this beautiful Francophone land to the north of us.

Bienvenue tout le monde, à ce Congrès annuel de l'AATF dans cette région qui a l'honneur d'être la plus francophone de l'Amérique du Nord. C'est un grand plaisir de vous accueillir dans ce bel endroit où nous pouvons profiter de la ville et de la nature, de la tradition et du progrès, de la vie française et du monde américain. Car nous sommes dans un lieu spécial, jusqu'ici peu fréquenté par nos professeurs, mais qui sera beaucoup plus connu aux États-Unis après cette semaine. Nous sommes venus pour mieux vous connaître, et nous vous remercions de nous accueillir si chaleureusement.

En 2013 j'ai fait la connaissance pour la première fois de la région extraordinaire du Saguenay. Je m'attendais à des lacs et à des forêts, ce que j'ai bien vus. En effet, Jayne Abrate, Ann Sunderland et moi, nous avons fait le trajet de Québec jusqu'ici en voiture, en passant par des forêts couvertes de neige même au mois d'avril. Je me demandais où étaient les gens, ne voyant en route que des images d'originaux, dont je n'ai pas vu un seul dans la chair. Après presque trois heures, la ville de Chicoutimi s'est ouverte devant nous. J'ai été surprise d'apprendre que Saguenay est la septième plus grande ville du Québec et sa troisième plus grande région administrative. Je suppose que je m'attendais à un village rural! On nous a accueillies avec chaleur



bien connus partout. En explorant le musée, j'ai découvert le cadre socio-économique des gens au début du siècle dernier qui s'engageaient dans l'industrie du bois. Finalement j'ai apprécié l'œuvre du peintre naïf, loin d'être naïf, comme vous dites, Arthur Villeneuve et sa maison entièrement décorée en couleurs claires. C'est à ne pas manquer!

J'ai aussi visité les lieux de La Fabuleuse Histoire d'un Royaume, où j'ai vu des costumes et un peu de son histoire. Nous avons assisté au spectacle, qui a commencé sa 28^e année le lendemain de la séance interprétée spécialement pour nous. Avec plus de 150 personnages, des animaux, des effets sonores et visuels, la danse et le chant, nous avons vécu l'histoire de Saguenay. « Incomparable,

Saguenay a gardé vivantes ses traditions venues de France. Il a gardé sa langue, sa foi et sa culture, tout en y ajoutant un nouvel apport issu de l'Amérique du Nord.

schools that have already merited this distinction, and we would like to see at least ten more in 2016 (see pages 4, 17). Be among them!

Participation in the congrès annuel is one of the high points of membership in the AATF. This summer we headed to the far north, to Saguenay, Québec. It was a first for the AATF, and I would venture to say that as early as the first day, no one regretted the decision. The local people welcomed us as few host cities have ever done, and we participated in their life as rarely happens. I would like to share with you a bit of my welcoming address

et nous a invitées à faire la connaissance des citoyens et des sites de la région. Quel plaisir de se retrouver parmi des Francophones qui deviennent rapidement des amis, et qui ont bien voulu partager leur culture avec nous!

En même temps j'ai découvert l'histoire et les traditions de la région. En visitant la Pulperie, j'ai appris que l'endroit était à l'origine un poste de traite de Chicoutimi. Ensuite, l'exploitation forestière a fourni des emplois aux habitants dont le nombre grandissait toujours. L'industrie d'aluminium l'a succédée, tout en gardant l'importance de l'agriculture. En effet, les bleuets du Lac Saint-Jean sont

incontournable, inoubliable! » Voir la suite et un échantillon à [www.diffusion.saguenay.ca/la-fabuleuse/la-fabuleuse-version-estivale/a-propos.html].

Saguenay met en relief l'héritage français en Amérique, ce que nous célébrons cette année dans notre Association. Peu touché par le transfert de pouvoir aux Anglais en 1763, Saguenay a gardé vivantes ses traditions venues de France. Il a gardé sa langue, sa foi et sa culture, tout en y ajoutant un nouvel apport issu de l'Amérique du Nord. Car l'héritage français n'est pas figé dans le passé; il continue à se transformer au cours des années. Ce que nous voyons ici au-

jour d'hui, c'est un monde vivant et fleurant. Ce n'est pas la France, mais c'est français. C'est uniquement Saguenay.

En examinant "L'arbre de nos appartenances," une grande mosaïque à la Pulperie célébrant l'histoire de la région, j'ai appris que: «Le tronc symbolise le territoire régional, l'espace partagé. Ses racines représentent notre histoire, notre passé, notre héritage. Ses feuilles illustrent l'appartenance des gens à leur territoire: les valeurs, les espoirs, les éléments de leur histoire et de leur vie en région qu'ils souhaitent perpétuer, transmettre et garder vivants» [www.pulperie.com/index.php/fr/expositions/expositions-permanentes].

Effectivement, ces paroles traduisent l'héritage français que nous, les professeurs de français, nous essayons de «perpétuer, transmettre, et garder vivant». Nous apprenons à nos élèves la langue avec l'histoire et la culture de plusieurs civilisations: celle de la France, de l'Afrique, de l'Amérique francophone. Nous voulons leur faire apprécier les grands moments du passé et les énormes possibilités de l'avenir. Nous voyons notre enseignement comme votre arbre, avec des racines profondément ancrées dans les valeurs de l'humanisme éternel, et avec des feuilles qui cherchent l'avenir. C'est ici que nos étudiants trouveront leurs carrières et leur enrichissement culturel. Je suis sûre que notre contact avec une partie du monde francophone assez peu connu chez nous jusqu'ici enrichira notre enseignement et fera mieux connaître et apprécier cet îlot de la francophonie en Amérique du Nord, Saguenay.

Bonne année, bonne rentrée !

Mary Helen Kashuba

Mary Helen Kashuba, SSJ
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AATF/CONCORDIA LANGUAGE VILLAGES/FRENCH EMBASSY ADMINISTRATOR OF THE YEAR

Judson Miller, the 2015 AATF Administrator of the Year, has been the principal of North Kitsap High School (WA) for four years. During this time he has vigorously supported the study of World Languages, and in particular, French. In many important ways, he has contributed to the health and vibrancy of the French program. Nominator, AATF member Lola Haveman is thankful to have a principal that sees the value in helping young people be multilingual and open to exploring and embracing other cultures.

As part of the award, Principal Miller received a two-week stay at Concordia Language Villages for a student at North Kitsap High School. Student winner Taylor Bayly is a hard-working and studious young person. She is fascinated with communicating in other languages, and with people outside of her own culture. She is currently enrolled in French III and next year will be enrolled in French 103, as part of the University of Washington in the High School program (which is taught on the North Kitsap campus). She is currently a junior studying French and Spanish, in addition to many other rigorous courses. Over the last few years,

Taylor has been an energetic penpal to many students at our sister school (Lycée Aristide Briand) in Saint-Nazaire, France and even went to stay with one of those families as part of our school trip in April 2014.

She has plans to attend university next year to study

journalism, international relations, and political science.

She would like to work as an ambassador or an investigative journalist. To quote Taylor directly, she "loves connecting to people belonging to all walks of life", and when she explores a new culture she feels as though she's "looking at the world for the first time through a new set of eyes, and it's hopelessly addicting."

See the announcement for this year's award on page 26.



CONCORDIA LANGUAGE VILLAGES
A program of Concordia College, Moorhead, Minnesota USA



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RÉPUBLIQUE FRANÇAISE

AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by March 15, 2015.

For complete instructions, go to the AATF Web site at [www.frenchteachers.org].

2015 AATF SUMMER SCHOLARSHIP WINNERS

FRANCE: Amanda Coffee-Stansbury, Colorado/Wyoming Chapter; Lindsey Geelhoed, Indiana Chapter; Thomas Sapp, Chicago/Northern Illinois Chapter

WALTER JENSEN STUDENT SCHOLARSHIP: Genoveva Ramirez, Manchester University (IN), nominated by Janina Traxler

COMMUNAUTÉ FRANÇAISE DE BELGIQUE: Jeanne Engelkemeir, Chicago/Northern Illinois Chapter; Jamie Gurholt, Wisconsin Chapter

AATF CONVENTION TRAVEL AWARDS: Sheryl Meserve, Washington/AK/BC/AB Chapter; Clarice Hammett, Northern California Chapter; and Richard Gray II, Ohio Chapter

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,
Bonne rentrée à tous!

Élections

Comme tous les ans, nous avons des élections pour vice-président et trois délégués régionaux. Depuis l'année dernière, nous conduisons des élections par voix électronique. Pour pouvoir voter, il faudra disposer d'une adresse électronique. Tous les membres recevront un mél avec les instructions, un code et un mot de passe. Il y aura également des instructions incluses dans chaque rappel de cotisation où le code et le mot de passe seront inscrits. Si vous désirez, vous pouvez demander un bulletin papier en écrivant à [ballots@frenchteachers.org].

Congrès

Le congrès de Saguenay a été un grand succès. L'accueil offert aux congressistes par les Saguenéens était chaleureux. Le comité local nous a préparé des excursions et activités qui nous ont permis de mieux connaître cette région presque entièrement francophone. Tout le monde a été ébloui par le spectacle La Fabuleuse Histoire d'un royaume, une représentation jouée spécialement pour nous et nos invités la veille de l'ouverture officielle de sa saison 2015.

Nous pensons déjà à l'été prochain et à notre congrès dans la ville d'Austin au Texas. L'appel à propositions est déjà en ligne à [www.frenchteachers.org/convention/proposal/].

Renouvellement des cotisations et recrutement

Dès le début du mois de septembre, nous allons envoyer à tous les membres un appel de cotisation pour 2016. Nous vous demandons de régler votre cotisation le plus tôt possible car il faut plusieurs semaines pour rentrer les données pour 9000 membres. Le faire avant le 1^{er} janvier nous économise également des frais de poste considérables.

Il y aura des changements importants cette année pour ceux et celles qui souhaitent participer au Grand Concours en ligne. Chacun recevra un numéro de membre de 8 chiffres qui sera nécessaire afin de vous inscrire électroniquement au Grand Concours. Vous devriez aussi choisir un chapitre local. Dès que nous avons traité votre adhésion, vous recevrez un mél avec ces renseignements. Vérifiez bien que vous nous donnez une adresse électronique qui est celui où vous voudriez recevoir ces communica-

tions. Si l'adresse de votre école est munie d'un filtre difficile à pénétrer, pensez à créer une adresse gmail. Avec plusieurs milliers de membres, il nous sera impossible de passer par tous les obstacles des filtres.

Nous dépendons de vous pour recruter de nouveaux professeurs à l'AATF. Il est important d'adhérer à votre association professionnelle. En tant que membre, vous recevrez nos publications; vos élèves pourront participer à tarif réduit au Grand Concours [www.frenchteachers.org/nfc]; vous pourrez former un chapitre de la Société Honoraire de Français (page 41) ou des Jeunes Amis du Français (page 40); vos élèves pourront participer aux divers concours organisés par l'AATF et nos chapitres du primaire jusqu'au niveau universitaire (voir page 20); vous pourrez assister et même présenter au congrès annuel (voir page 43); vous pourrez profiter des documents et services pour la défense et la promotion du français pour renforcer et sauvegarder votre programme (voir pages 18); vous pourrez même faire reconnaître votre programme par l'AATF (voir pages 4, 17); vous ou vos élèves/étudiants pourront postuler pour des prix ou des bourses offerts par l'AATF (voir pages 23).

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membres de l'AATF. Si vous tombez sur un nom ou une liste de noms, pensez à l'envoyer à [recruit@frenchteachers.org], même si l'information est partielle. Nous vérifierons le statut de cette personne, ferons des recherches pour trouver une bonne adresse et la contacterons à plusieurs reprises. Si nous recrutons au moins une partie de ces enseignants, nous pourrions envisager de nouveaux services, des bourses, des documents pédagogiques ou promotionnels, des ateliers de formation et autres que nous ne pouvons pas nous permettre à l'heure actuelle. Déjà notre liste de recrutement s'élève à presque 29.000 noms. Pourtant, il existe facilement 40.000 enseignants de français aux USA, tout niveau confondu.

Encore plus, nous pouvons sensibiliser et former ces personnes à promouvoir et à défendre l'enseignement du français. S'il est vrai que le français subit moins d'assauts que dans le passé, il faut se préparer à mobiliser les amis du français chaque fois qu'un programme est menacé d'élimination ou de réduction.

En même temps, il faut penser à réparer et à rétablir des programmes là où ils viennent de disparaître. Il faut soutenir les programmes qui se portent bien et assurer la continuation de programmes lorsque le professeur prend sa retraite ou quitte l'établissement. Si vous envisagez prendre votre retraite dans le proche avenir, préparez-la en assurant que vous serez remplacé. Nous pouvons vous donner d'importants conseils sur des étapes à suivre. Il faut travailler en partenariat avec tous ceux qui croient à l'avenir du français.

Planning pour l'avenir

Comme toute organisation, nous pensons régulièrement à l'évolution de notre mission et de notre travail. Il est étonnant que les défis auxquels les professeurs de français font face ne sont pas si différents aujourd'hui, qu'il y a 88 ans à notre fondation, mais les moyens d'y répondre sont bien différents. Lorsqu'on vous demandera votre avis, n'hésitez pas à nous dire comment l'AATF pourra mieux répondre à vos besoins.

La Semaine du Français

N'oubliez pas la Semaine du Français (du 4 au 10 novembre 2015 et 2016) où l'on vous demande de sortir le français de la salle de classe. Vous trouverez énormément d'idées sur le site de l'AATF [www.frenchteachers.org/nfw]. Faites participer vos élèves et étudiants aux concours pour la Semaine du Français (page 20). Imaginez des projets conjugués avec des professeurs d'autres matières ou d'autres langues. Et chaque fois que possible, invitez parents, administrateurs, conseillers et membres de la commission scolaire à observer et surtout à participer. Impliquez les décideurs dans vos activités.

Changement d'adresse

N'oubliez pas que l'AATF a, depuis novembre dernier, une nouvelle adresse. Veuillez vérifier que cette adresse est bien inscrite dans la base de données de votre école: 302 North Granite Street, Marion, IL 62959-2346. Le nouveau numéro de téléphone est le 815-310-0490 et de fax est le 815-310-5754. La correspondance acheminée à notre ancienne adresse ou à la boîte postale nous parviendra, mais parfois avec un retard important.

Jayne Abrate
Secrétaire générale
[abrate@frenchteachers.org]



PROMOTIONAL MATERIALS FOR THE CLASSROOM



Promotional DVD: Forward With French

10-min. DVD of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, and businessman. It shows why French is still the language to learn. \$15 (members)/\$18 (nonmembers).

Promotional DVD: Forward with FLES*

11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers. \$15 (members)/\$18 (nonmembers).

Tee-Shirt: Le français m'ouvre le monde

The front shows a map of the world with areas where French is the official language highlighted in red. The back lists in French areas where French is the official language under the heading Ici on parle français. Navy. Sizes: L, X, XXL. \$18 (L or XL), \$19 (XXL)

Allons au cinéma: Promoting French Through Films

Newly-published cinema manual. Activities and suggestions for using 14 French and Francophone films produced by the AATF Commission for the Promotion of French. \$25 (members)/\$40 (nonmembers).

Calendrier perpétuel

Revised and expanded volume highlights significant events in French and Francophone history as well as birthdates of famous Francophone individuals. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (nonmembers)

Parlez-vous...Poster Series

Series of 6 color posters (11x17") promoting French on the theme Parlez-vous...? Includes 123-page study guide. \$25 for set of 6 + guide (members)/\$40 (nonmembers)

Cuisiner et apprendre le français

Cookbook with 34 illustrated recipes (French and English) accompanied by classroom activities and reading texts. Glossary. \$25 members)/\$40 (nonmembers)

Making Global Connections Using French Language and Culture: Standards-Based Lessons

Manual produced by the AATF Student Standards Commission containing learning scenarios for novice through intermediate learners. \$25 (members)/\$40 (nonmembers)

Vive le français! Activities for the French Classroom

Collection of Classroom Activities and Salut les jeunes! activities from past issues of the National Bulletin. \$30 (members)/\$40 (nonmembers)

Les Fables de la Fontaine Activities Manual

Collection of Classroom Activities activities to accompany the 2009-2010 National French Week poster. \$20 (members)/\$30 (nonmembers)

To order these materials send your order and payment to AATF Materials, 302 N. Granite St., Marion IL 62959. Direct questions to [aatf@frenchteachers.org]. Prices valid until 12/31/15



PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted.

Quantity	Size	Cost
___ FMLM Tee-Shirt @ \$18	M L XL XXL (circle size required) (add an additional \$1 for XXL)	_____
DVDs		
___ Open Your World (\$15/\$18)	___ Forward with French (\$15/\$18)	_____
___ Forward with FLES* (\$15/\$18)	___ All three on one DVD (\$45)	_____
Publications		
___ Calendrier perpétuel (\$15/\$18)	___ Cuisiner et apprendre le français (\$25/\$40)	_____
___ Parlez-vous posters (\$25/\$40)	___ Making Global Connections (\$25/\$40)	_____
___ Vive le français! (\$20/\$30)	___ Les Fables de la Fontaine (\$20/\$30)	_____
		TOTAL ENCLOSED _____

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

AATF 2015 EXECUTIVE COUNCIL

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[2015]

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What's New in the *French Review*?

Vol. 89, No. 1 (October 2015)

- "A Very Special Year: The Novel in 2014" (Cloonan)
- "The Year in Poetry 2014: Light and Shade" (Prevots)
- "Bloc-notes culturel: 2014, année de la crispation" (Spoiden)
- "Consuming Nostalgia in Le fabuleux destin d'Amélie Poulain (Holm)
- "Silencing La Voix des Femmes" (De Vries)
- "Unsettling Stereotypes: Approaches to the French Culture and Society Course (Murphy)
- "French Art at the Saint Louis Art Museum: A Bilingual Learning Resource (Zarucchi)
- "Une antiphilosophie qui dérange: Mme de Genlis et sa défense pascalienne de la religion" (Leelah)
- "Redeeming the Femme Fatale: Aesthetics and Religion in Théophile Gautier's *La morte amoureuse*" (Linton)
- "D'un espace "autre", d'une guerre à l'autre: La fin du Potomak de Jean Cocteau (Gotea)
- "Entretien avec Moussa Sène Absa" (De Raedt)

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Commission on Universities
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ÉTUDIANTS SANS FRONTIÈRES: CONCEPTS AND MODELS FOR SERVICE-LEARNING IN FRENCH

Fourteen university and high school teachers describe their successful academic-community collaborations. Providing a wealth of examples and experiences to be mined, this book is a godsend for French teachers seeking ways to give students a higher stake in enhancing their linguistic and cultural proficiency.

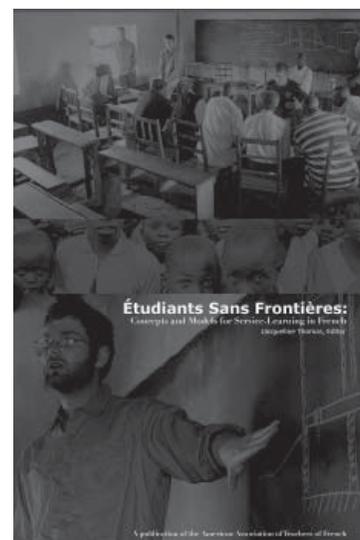
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REGIONAL REPORTS

REGION VII: SOUTH CENTRAL

From the High Plains of Texas to the heart of la Francophonie of Louisiana, from Houston to Oklahoma, Nebraska to Arkansas, South Texas to North Texas, from Kansas to Central Texas and El Paso, the chapters of the region hold high the banner of French language education.

Chapter Officers Received Awards

South Texas, Central Texas, EL Paso, and North Texas ushered in the new school year with Outstanding Chapter Awards they received at the 2014 AATF Convention in New Orleans. From Nebraska, Katy Salzman and Mitzi Friedman were awarded an AATF Small Grant to run their statewide language fair (la Convention française).

In Nebraska, the new Teacher of the Year for NILA was awarded to French teacher Melissa Pilney from Lincoln North Star High School.

Le Grand Concours 2015

The North Texas Chapter ranked #5 and the Louisiana Chapter ranked #8 in FLES enrollment for 2015. Region VII had a total enrollment of 8693. The Louisiana

promote the French program, Florina Matu and Philippe Seminet, who also serve as chapter officers, organized a Francophone Food Festival. The event drew more than 100 participants, each receiving a AATF French promotional material kit. To celebrate Mardi Gras and usher in the Carnival season, un bal masqué was held where the cultural diversity of the Francophone world was honored through a buffet of delicious Cajun dishes, dancing, and learning about Carnival. Among the attendees, some of the 40 Francophone students enrolled at St. Edwards who come from l'Université Catholique de l'Ouest, St. Edwards' partner institution in Angers.

Once again, the North Texas Chapter hosted a very successful Journée d'immersion at Covenant Christian Academy in Colleyville. Close to 200 students participated in a multitude of activities organized by Sophie Morton (University of North Texas and Chapter Vice-President) which included food preparation and tasting, French board games, painting, songs, and multimedia tour of French and Francophone regions.

Kruse, Casady School); and (3) Round table discussion.

The Nebraska AATF Chapter's annual meeting took place at the Nebraska International Languages Association Conference.

In March, 75 students and 15 teachers spent a weekend of French immersion at Camp Carol Joy Holling (NE). Students communicated in French, had team competitions to build vocabulary, created and filmed lip-synched music videos to Black M, Yelle, and Stromae. French food was served, and teachers held an informal meeting to talk about business items.

Guest Speakers Attend Our Chapter Meetings

Lauriane Blandel, Deputy Cultural Attaché at the Houston Consulate General of France has been busy again this year, visiting chapters in her region, including the Central Texas, Houston, and North Texas, bringing news from the consulate and sharing information about upcoming events.

Central Texas Chapter President Anne Cirella-Urrutia, welcomed Chef Alain Braux, an award-winning executive chef

...the chapters of the region hold high the banner of French language education.

Chapter, administered by Lisa Narug and the Central Texas Chapter, administered jointly by Jennie Chao and Florence Lemoine, received Honorable Mention. The North Texas and Houston Chapters were among the chapters that led the nation in enrollment. Sandra Simmons (North Texas) managed an enrollment of 2588, while Johan Vergult (Houston Chapter) managed 1493 contest participants.

Language and Culture Events Flourish Throughout the Region

Many inviting Web sites attest to the variety of events that chapter officers and their colleagues host every year.

French speakers can join teachers of French of Arkansas for a fun immersion weekend every year. April 2015 marked the 6th anniversary of this exciting event.

In Louisiana, Jacqueline Labat and her team organized a weekend of activities for l'Association louisianaise des Clubs Français des Écoles secondaires. The Louisiana Chapter stays connected to the CODOFIL and their activities.

The Central Texas Chapter, in collaboration with the French faculty of St. Edwards University, hosted two events. To celebrate National French Week and

Springtime brings La Fête française to North Texas. This year, under the leadership of Chapter President Laetita Knight, the organizing committee teamed up with the Dallas International School Mission Laïque française. More than 300 students and 80 volunteers, including Head of School Bertrand Ferret, Lorraine Gachelin, Director of Communications and Artistic Director, numerous teachers and students joined forces with chapter members. Students could choose among more than 50 different events.

In South Texas, plans are under way to retool and revive the Rio Grande Valley French Competition and host it in the very near future. Also forthcoming will be a professional development opportunity on Inter Comprehension led by France's top developers of this pedagogy.

The Oklahoma Chapter collaborated with AATSP to offer a spring workshop. Lynn Robertson, Chapter Vice-President, organized the event. The morning workshop at Westmoore High School offered three sessions: (1) Discussion of refreshed National Standards; (2) Literature Circles: Making Literature Come Alive! (Sheila

and nutrition therapist, who talked to teachers about his career and his book.

During the Tournées Festival at Texas Christian University, organized by North Texas member Josh Blaylock, students met in real time via Skype with director Emmanuelle Bercot who participated in a Q&A session, following the screening of her film Elle s'en va.

Special Programs in the Central Texas Chapter

Too often, we hear of the elimination of French programs. So when there is news about a new elementary French program, it is reason to celebrate. This year, Frank Boreman Elementary School in Denton added a French curriculum. At its helm, Whitney Vallenari, an enthusiastic and innovative teacher who holds degrees in French, Spanish, and Translating and Interpreting, has embraced her new position with passion and a lot of great ideas to make French inviting and relevant.

Vandergrift High School in Austin is home to Kelly Simon who teaches all the French sections from Level I to AP. The AATF recognized her fabulous work and

recognized her program as a 2015 Exemplary French Program.

Respectfully submitted
Marie Schein
Region VII Representative
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REGION VIII SOUTHWEST

As the newly-elected Region VIII Representative, I feel obliged to introduce myself. I teach French 1, 2, and 3 at Lakeridge Jr. High School in Orem, Utah. I became involved with the AATF about six years ago, when I was appointed Utah Chapter President. I have loved my associations and am delighted to be able to continue these associations now.

As a region, we have 500 more student enrollments in the National French Contest this year than last. We have also increased our enrollments in the FLES contest. Thank you to Contest Administrators Anne Dumontier, Jacki Williams-Jones, Danielle Asay, Kathy Zipf, Ginnae Stamanis, Vanny Clay, and Heather Barton for your good work. There are some new changes that I hope will encourage more teachers to become involved. These changes include electronic reports, awards by percentile, and an on-line testing option.

I am pleased to see that our 2015 NFC enrollments continue to increase in almost all of our chapters. This shows the great work our chapter officers are doing.

Many of the activities our chapters undertake incorporate a good mix of professional development and cultural enrichment and impactful language learning experiences for students. A few highlights included a poetry contest, some wonderful workshops, and guest speakers. Also, many chapters are funding members to conferences, workshops, and other travel. It is wonderful to see the cooperative activities between the consulates and embassies, as well as the Alliance française. Finally, I appreciate all the work that has gone into maintaining a strong social media presence. The various Web sites, blogs, and pages are wonderful. I hope we can continue to post, like, and tweet our members the happenings of our chapters. San Diego now has a new Web site: [www.aatfsandiego.org] and Facebook page.

Among my goals for next year are to (1) work on building leadership among the smaller chapters to maintain a strong presence; (2) build connection with the chapters via Google hangouts or by other means; and (3) visit some of the chapters, California and Hawaii in particular.

Respectfully submitted
Ryan Rocque
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REGION I: NEW ENGLAND

This year our region ranked second for student participation with 12,009 students taking the National French Contest. The Eastern Massachusetts Chapter ranked second nationally with 5129 participants, and the Connecticut Chapter ranked fifth with 3295 participants. New Hampshire received an Honorable Mention and ranked 23rd with 1380 students enrolled in the contest. Our region was well-represented on the FLES level with New Hampshire ranking sixth with 207 participants and Connecticut with 201 participants. I would also like to thank the Contest Administrators for all the time, effort, and energy they put into making the Grand Concours such a success! It is an enormous job and without you there would be no contest, so a "huge thank you" to Amber Berry (Connecticut), Margot Stiassni (Maine), Amy Coombs (Eastern Massachusetts), Kathleen Epaul and Nancy Duffy (Western Massachusetts/Vermont), Leslie Anton (New Hampshire), and Cathy Pastore (Rhode Island).

Respectfully submitted
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CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2016-2018, as a Commission Chair. Following extensive study, numerous changes are being instituted in the structure and function of the Commissions.

To remain active, a commission must pursue a project approved by the President and under the leadership of a Chair. All chairs must submit a proposal. A project must (1) directly benefit members; (2) result in a concrete product, publication, or service; (3) address the Commission's objective(s) (see below); (4) include a promotional component; (5) include a multiplier effect; (6) address the who/what/when/how of the project with a timeline for completion; (7) be 1-3 years in length; and (8) include a budget (if required). Project proposals should be limited to two to three pages.

Commission Chairs must also agree to (1) maintain AATF membership; (2) prepare a report for the National Bulletin (at least one per three-year term); (3) make every effort to attend the AATF convention and organize a Commission session or designate a commission member to do so; (4) propose/present at least one commission-related session at another conference; (5) include in commission activities a component to recruit new AATF members; and (6) prepare an annual report to be submitted to the Executive Council prior to the convention. Commissions which are up for renewal for the term 2016-2018, along with their objectives, are:

Cultural Competence: to propose products, materials, or services that further understanding of French and Francophone cultures.

French for Business and Economic Purposes: to propose products, materials, or services that promote the teaching of French for Business at all levels

Student Standards: to propose products, materials, or services that help and encourage French teachers to incorporate standards-based teaching in the classroom

Proposals should be e-mailed to AATF President Mary Helen Kashuba SSJ [kashubam@chc.edu] by December 15, 2015. Contact her also to discuss ideas for projects.

AATF GLASS DISH



The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, AATF, 302 N. Granite St., Marion, IL 62959.

CHAPTER NEWS!

ARIZONA CHAPTER

- held a workshop on French heritage communities in the U.S. Over thirty high-school and college teachers participated. The workshop started with an introduction by Professor Dean Louder, a geographer from Laval University and specialist in the Francophone diaspora in North America. He spoke of his travels throughout the U.S. and Canada with his students, visiting "lieux de mémoires," areas with Franco-American ties. We then watched the film, *Un Rêve américain*, thanks to the sponsorship of the Centre de la francophonie des Amériques. Then, Dr. Louder followed up, filling in gaps in the film. It was fascinating, allowing us to learn about a little-known aspect of U.S. history. We hope that this will become an annual event.

CONNECTICUT CHAPTER

- built a calendar of activities to attract and support French teachers and is working on outreach efforts to invite every French teacher in the state to receive our e-mail messages and join the AATF. Since just the beginning of last school year, more than 200 French teachers have agreed to join the mailing list.
- welcomed French teachers for the "Rentrée Gathering" and hosted dozens of teachers at a reception and "Tech Tool Atelier" at The Hopkins School. Presenters shared the latest apps, tech tools, and Web-based activities.
- continued outreach to French teachers at the COLT World Language Teacher Conference with a booth to promote chapter activities. Chapter President Jon Shee gave a workshop on how to promote French locally and become more involved in AATF activities. Jon also introduced the AATF Exemplary French Program Award to attendees.
- to celebrate National French Week, organized an interactive performance of *Molière Than Thou* by Tim Mooney for 800 French students and teachers.
- sponsored second annual "Teachers' Tip Swap" at a local restaurant. Over 40 teachers enjoyed a Friday-night idea-sharing and social rendezvous despite the snow. They also heard a presentation from Les Amis de

l'Hermione. Hermione was the ship that "reunited Lafayette and Washington and sealed our freedom" (see page 45). A replica of the ship has been built and visited U.S. ports in the summer 2015.

- unfortunately, had to cancel a sold-out "Cooking Atelier and Meet-and-Greet" with French chef Jacques Pépin due to M. Pépin's unexpected illness. However, many still contributed to the newly-created "AATF-CT Jacques Pépin French Culinary Fellowship" to fund French language studies for a culinary student at Gateway Community College. This year's recipient is Keeley Colville, who was granted \$750 to study French and was recognized at the Chapter Prize Ceremony.
- signed up over 3000 students to take the Grand Concours. Winners were honored at a Prize Ceremony and Reception. Amber Berry, National French Contest Administrator, organized this important recognition of French teachers and students.
- offered a \$1000 prize to a Connecticut senior demonstrating excellence in French. A formal application and face-to-face interview were required, and the winner this year was Parker Robbins of the Norwich Free Academy. This was also presented at our Prize Ceremony.
- organized the Réunion printanière where members enjoyed an "atelier pédago-ludique" where they learned ways to do games in class. They also gave a tearful merci to Ruth Koizim for her 25 years of service as our trésorière. Afterwards, Evan Downey was elected Chapter Treasurer and Honore Radshaw was reelected as Chapter Secretary.
- welcomed Elena Perito as an intern. She has already updated our list of French teachers in the state.
- expanded and updated the chapter Web site [www.aatfct.org] which has attracted thousands more visitors this year and has links to information and teacher resources from the year's activities.
- St. Luke's School of New Canaan was awarded AATF Exemplary Program with Distinction, and the Hopkins School of New Haven was awarded Exemplary Program with Honors at the AATF convention in Saguenay! Bravo to both these fabulous

schools!

EASTERN MASSACHUSETTS

- welcomed Amy Coombs as National French Contest Administrator. More than 5000 students participated, and everything from registration to the distribution des prix went smoothly. The chapter sincerely thanks outgoing Administrator Janet Wohlers for her more than 20 years of dedicated service.
- welcomed Andréa Javel, Boston College, to the Executive Board and elected the following officers for 2015 at the annual meeting held at the MaFLA Conference: President Brian Thompson, Vice-President Carole LaPointe, Secretary Johann Sadock, and Treasurer Joyce Beckwith. The Executive Board meets four times a year to plan activities and funding for professional development programs which we cosponsor with MaFLA. These programs include a weekend Summer Immersion, a Saturday Immersion "Diversity Day," and the French strand at the MaFLA Fall Conference. At this year's Diversity Day, two Executive Board members, Andréa Javel and Carole LaPointe, presented a three-hour workshop, "Un Voyage aux Antilles francophones." Other presenters were Louissa Abdelghany, Providence College, "La Littérature Maghrébine engagée," and Judy Jeon-Chapman, Worcester State University, "Les Sites sacrés du Puy-en-Velay." For this year's Summer Immersion, two other board members and former AATF Leadership Fellows, presented sessions: Kathy Turner, "Faites parler et écrire vos élèves," and Beckie Rankin, "Travailler les films en classe—c'est améliorer les compétences." Janel Lafond-Paquin gave a session on interactive activities and a three-hour workshop at the Fall Conference on "Activités engageantes à la québécoise." Our invited guest speaker for our annual meeting at MaFLA will be Jon Shee, Connecticut AATF Chapter President, who will discuss "Advocacy, Action and Chapter Activities." Members of the Western Massachusetts/Vermont Chapter are invited to attend this meeting.
- created a new scholarship for a chapter member called "French Educator of the Year." Applications were due

September 1, and the recipient will receive \$750 to be used to attend an AATF national convention or for travel to a Francophone country. The recipient will also receive a three-year AATF membership. The winner will be announced at the Business Luncheon at the MaFLA Fall Conference along with the winners of two other grants, both offered by chapter members. AATF Past-President Rebecca Valette, in collaboration with the Alliance française of Boston, funded four \$500 grants for middle school teachers, and Mel Yoken gave a \$500 scholarship to an outstanding senior who will be continuing French in college. The chapter is planning a special AATF table at the luncheon to celebrate all of the recipients!

- scheduled a cooking demonstration, followed by a reception and dinner at the Elephant Walk, a French-Cambodian fusion restaurant in Cambridge. Chef/Owner Gérard Lopez, originally from the Languedoc-Roussillon region of France, has graciously accepted to present some of his specialties. The chapter will also use this evening as a recruiting event.
- congratulates Janel Lafond-Paquin on her election to the Board of Directors of the American Society for the French Academic Palms (ASFAP) and Nancy Aykanian whose students at Westwood High School were introduced to and photographed with French President François Hollande while on an exchange trip to Rochefort in April to celebrate the launching of the French frigate Hermione which arrived in Boston on July 11 (see page 45).
- regrets the departure of Consul général Monsieur Fabien Fieschi who welcomed many members to his home for receptions and cultural programs during his three years in Boston. Thank you also to Magali Boutiot, Educational and Linguistic Assistant, for organizing a meeting of officers of New England AATF Chapters at the Consulate, followed by dinner, for the purpose of exchanging ideas, beginning new collaborations, and working on an AATF New England Regional Conference in the future.

NEW HAMPSHIRE CHAPTER

- met for the annual meeting and sponsored a professional development session at the New Hampshire Association of World Language Teachers Conference. They were

joined by Laurence Gagnon, Délégation du Québec à Boston. The meeting included introductions of officers, members, and visitors and announcements about future events and recruitment for the Grand Concours. Participants discussed the likely cancellation of the French major at Keene State College. This discouraging news served as a segue for a session on “Comment promouvoir nos programmes de français” by chapter officers Edee Takantjas, Katharine Harrington, Michelle Cotnoir, and Leslie Anton.

- collaborated with the Délégation du Québec and the Centre Franco-américain to celebrate La Fête de la Francophonie. The day began with a flag-raising and proclamation at the New Hampshire State House by Governor Maggie Hassan (who confessed to having studied in France many years ago!). Governor Hassan was joined by Aaron Annable, Acting Consul General of Canada, and by Marie-Claude Francoeur, Déléguée du Québec. Following the ceremony, there was a reception celebrating French culture, and in the evening, the chapter sponsored a screening of the film *Un Rêve américain*, followed by a lively discussion with filmmaker Claude Godbout.
- co-organized a “Café français” with the Consulat de France and the Centre Franco-américain at St. Anselm’s College. Playwrights Grégoire Chabot and Jean-Claude Redonnet performed their new play *Jeanne et Osithée*. The reading was followed by a discussion of the pedagogical uses of their material and a reception.
- this year 1379 students from across the state participated in the Grand Concours.

NORTH CAROLINA CHAPTER

- ont accueilli de nombreuses présentations au Foreign Language Association of North Carolina Conference (FLANC), including Michèle Bissière: “Tendances du cinéma français contemporain;” Cathy Pons: “Le Français en Caroline du nord: les Vaudois de Valdese;” Sylvia Simard-Newman: “Teaching the Socratic Method Using Authentic Resources from Francophone Cultures.” Reem Hakeem, Caroline Schutte, et Daniel Stublen (récipiendaires de la Bourse Couch) nous ont parlé de leur expérience, “Un Semestre en France.” Leslie Bradshaw et Jeffrey Pageau y ont également présenté “Les Liens qui

unissent: le français à travers le programme scolaire” et “You, too, Can Organize an Immersion Weekend with your Students.”

- Franca Gilbert, Franklin Academy High School et Chapter Advocacy and Promotion of French Co-Coordinator, avait été nommée “Professeur de l’année 2013” par l’organisation FLANC. Elle a été reconnue lors de la conférence. Notre chapitre a augmenté nos efforts de promotion en contribuant à la tombola l’inscription à l’AATF pour trois participants qui n’étaient pas encore membres de notre organisation.
- Un peu plus nombreux que l’année précédente, tous les participants à la réunion du printemps ont bénéficié des idées présentées par Chris Alexander (Associate Dean for International Programs and McGee Director of the Dean Rusk International Studies Program à Davidson College), “Preparing Students for the Next Generation in Global Education.” Ensuite les professeurs de français ont entendu deux présentations: Sophie Adamson (Elon University) “Charlie Hebdo et ses caricaturistes: héritiers d’une longue tradition française,” et Homer Sutton (Davidson College) “Le Suicide français et Soumission: deux textes provocateurs.” Il y a eu en plus une séance administrative du chapitre ainsi qu’une réunion du Comité exécutif. Nous avons également eu le grand plaisir de pouvoir contribuer une somme de \$21 500 aux frais d’études en France de cinq étudiants en 2015-2016 par moyen de la Bourse Couch.
- Franca Gilbert et Jeffrey Pageau ont de nouveau organisé un weekend d’immersion au Short Journey Retreat Center à Smithfield. Bon nombre d’élèves et leurs profs ont apprécié ce weekend consacré aux activités uniquement en français. Le weekend comportait une grande variété d’activités linguistiques et culturelles.
- Au congrès de Saguenay, Sylvia Simard-Newman, The Cannon School, a été reconnue récipiendaire de l’Exemplary French Program Award. Carole Kruger (Vice-Présidente du chapitre) et Michèle Bissière nous ont représentés à l’Assemblée des délégués.
- De nombreuses sessions en français sont au programme du congrès FLANC en octobre, dont les suivantes attribuées à l’AATF: “Read (and Write) All About It!” Laura Parker, Burns High

School; "Teaching Tolerance: Demystifying France," Jeff Pageau, Roanoke Rapids High School; "Coffee, Cafés, and Culture in Early Modern Paris," Nancy McElveen, University of North Carolina-Greenville; and "Creating Your Own Audio Materials Using SoundCloud," Leslie Bradshaw and Stuart Annand, Enka High School.

- Consulter notre nouveau site Web: [<http://ncfrenchteachers.weebly.com/>] et notre page Facebook (North Carolina Chapter of American Association of Teachers of French).

NORTHERN CALIFORNIA CHAPTER

- organized a dictée for students
- welcomed guest speaker Olivier Lebleu
- enrolled thousands of students in the Grand Concours
- sponsored the Journée de printemps (all-day conference) with special guest Barry Ancelet

RHODE ISLAND CHAPTER

- welcomed the Université d'été, sponsored by the Ambassade de France à Washington, le Consulat de France à Boston, and the French Department at the University of Rhode Island (URI). Forty-three participants immersed themselves in French by attending classes taught by experts from the U.S. and France.
- developed an updated list of all teachers of French in Rhode Island with the assistance of an intern at URI.
- released the first of four annual issues of Le Bulletin in September. Le Bulletin contains important information concerning upcoming chapter and national events and best practice tips for the classroom. The monthly board meeting centered on the fall conference and the concert in November.
- sponsored a table at the annual RIFLA Conference, and quite a few chapter members presented sessions.
- held a Francophone concert at East Greenwich High School. Over 500 students came to hear Silimbo D'Adeane, a West African Dance Drum Company. The students really enjoyed listening and dancing to the music of Senegal.
- in January completed the University Project, a chapter Web page dedicated to post-secondary studies in French. All RI colleges and universities with programs in French are listed, thus providing a valuable resource page for secondary teach-

ers of French.

- enrolled over 1000 students, representing 30 programs, in the Grand Concours! The chapter board established a new prize structure for state prizes and thanks Contest Administrator Cathy Pastore for her efforts, and of course, all of the teachers and students who participated.
- collaborated with other Francophone groups to celebrate la Semaine de la Langue française et de la Francophonie at the Cérémonie de la Levée du drapeau de la Francophonie à la State Room du Capitole à Providence. Partners included l'Alliance française de Providence, the Museum of Work and Culture, the French-American School of Rhode Island, le Consulat Général de France à Boston, and the Délégation du Québec.
- celebrated students' success in the Grand Concours at la Cérémonie de Remises des Prix pour les Élèves de Français du Rhode Island at East Greenwich High School. The chapter, along with its partners, awarded prizes to 400 students.
- met at RIFLA's annual May dinner to discuss a Rhode Island Department of Education (RIDE) initiative to establish a teacher resource file on the RIDE Web site.
- offered help to districts facing cuts in French programs and to districts that are considering adding French to middle schools. As school systems in the state move toward dual-immersion programs, the chapter will advocate for French as a viable option.

SAN DIEGO CHAPTER

- sponsored an atelier: "Best Practices on How to Organize a French Week Event at School" with the Alliance française de San Diego. There were presentations on how to organize events for the Semaine de la Francophonie. A breakfast was served.
- held regular a French Conversation & Coffee Meeting.
- Attended several ateliers pédagogiques at the University of Southern California.
- created a Facebook page (AATF-San-Diego) and Web site [www.aatfsandiego.org].
- worked to recruit former members to rejoin the AATF and the chapter.
- organized a concert with the collaboration of the Maison de France and the French American School of La Jolla.

SOUTHERN CALIFORNIA CHAPTER

- attended a cocktail at the residence of the French Consul
- awarded 2 bourses of \$200 for the Santa Barbara French Workshop
- sponsored a yearly pedagogical workshop on AP and IB programs
- participated and judged the yearly French Poetry Contest at Calstate LA.
- organized two yearly contests: (1) Yves Magloe Video Contest: students create a video in French, centered around a French idea, and (2) Sandy Jacquard Contest for teachers who create a lesson of their choice, then, present it and share his/her knowledge with other teachers.
- held a ceremony for the winners of the Grand Concours. This year, more than 800 student received a medal.
- maintain a blog on which we post all new information and recap our activities [<http://aatfsocal.blogspot.com/>] and Facebook page.
- sends bi-monthly e-mails with the latest news about the AATF.
- launched a new contest in association with the COLCOA which involves a student's critique of an upcoming movie.
- gave a bourse of \$200 to a teacher going to the AATF convention in Saguenay.

UTAH CHAPTER

- organized an event, sharing activities and cultural ideas.
- sponsored a Mardi Gras lesson sharing and club planning meeting.
- held an event, pastries and game play at the public library.
- advertised opportunities for teachers and students, including the Sundance Film Festival, Vive La France- three-day summer immersion program at Ogden High School, and summer institutes through BYU and other universities.

**MARK YOUR
CALENDAR!**

**JOIN US IN
AUSTIN, TX IN 2016!**

Attend the 89th annual AATF convention as we meet in Austin, TX. Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.

M MEMBERS' NOTES



AATF member Todd Bowen, French teacher, Director of World Languages for Niles Township High Schools (IL), Board Member and Treasurer of ACTFL, and chair of the ACTFL committee that has created the Language Lead-

ership initiative, has been honored by the French government. His recent decoration as Chevalier dans l'Ordre des Palmes académiques took place at the Spring Program of the Chicago/Northern Illinois AATF Chapter. Todd has devoted his career to enhancing the quality of world language instruction and to encouraging innovation in teaching practice. He has tirelessly promoted the study of French and Francophone cultures in the classroom, at the administrative level, and in the AATF, as well as in organizations that support world language teaching at the state, regional, and national levels. On the occasion of conferring this honor to Todd, the Attaché culturel adjoint for the Midwest, Denis Quénelle, addressed Todd as one who "vise à former des leaders qui pourront agir, comme vous l'avez fait tout au long de votre carrière, dans leurs écoles, dans leur milieu professionnel, au niveau de leurs états puis de leurs régions et ensuite au niveau national, comme des agents de changement pour renforcer et soutenir l'enseignement des langues étrangères aux États-Unis." Bravo, Todd!

The Rhode Island Foreign Language Association presented the annual Mary L. Borra Excellence Award to AATF Region I Representative Margarita Dempsey. The award recognizes a teacher who has undertaken and successfully completed a creative project judged as beneficial to both students and teachers and helpful



to the world languages profession as a whole.

Students in Margarita's French V class choose a children's story, play, or movie that they would like to perform for the high school's Evening of the Arts—an annual event which highlights students' work in Art, Music, Industrial Technology, Family Consumer Science, and World Language. The students wrote the script for the play in French and were responsible for finding props, costumes, etc. They have performed plays such as Cinderella, Snow White, The Lion King, Hercules, and this year, Frozen (pictured below left). These plays have generated excitement in our classrooms and in the community. They truly showcases how much these students can do!

Rhode Island AATF Chapter President Michael Hébert has been named Chevalier dans l'Ordre des Palmes académiques by the French Ministry of Education. Under his



guidance, the Chapter has been able to double the participation of students in Le Grand Concours. It also organizes a state-wide prize ceremony for students of French as well as organizes Francophone-themed concerts and other activities in order to increase the exposure of students to Francophone culture. As a board member of the League of French-speaking Organizations of Rhode Island, Mr. Hébert has further involved the AATF with other Francophone organizations in the state as well as collaborated closely with the Consulate of France and the Québec Delegation in Boston. The Rhode Island Chapter participates each year in the Mois de la Francophonie celebrations throughout the state.

Mr. Hébert attended Bryant College and the University of Rhode Island where he studied business and French. His keen interest in international affairs and the French-speaking world were due in part from his interest in the French language and the variety of Francophone cultures around the world as well as his family connections to Québec. After his studies, he spent nearly 10 years in the

business world in various capacities. He was a member of the Rotary International Group Study Exchange in 1995 to Monaco and La Côte d'Azur, an international relocation coordinator and import-export coordinator for a large transit agent, a logistics manager for the French company Le Club Méditerranée SA, and finally an international trade consultant for the state of Rhode Island.

He completed his teacher certification at Providence College and has been teaching all levels of secondary French since 2006. He presently teaches at Classical High School in Providence.

In March at the California Language Teachers Association conference Anne Jensen, Chair of the AATF Commission on High Schools, received the



Hal Wingaard Lifetime Achievement in Foreign Language Award. This award is given to a foreign language educator who has made significant contributions to the profession over the course of many years. She was nominated by the Northern California AATF Chapter, her school department, and students. It was a total surprise, and she was honored at a banquet in Sacramento on March 6. Hal Wingaard was a wonderful German teacher who worked tirelessly in California on the state frameworks and world language curriculum. He was a good friend so Anne was particularly honored to receive the award named after him.

AATF Past-President Gladys Lipton was awarded the gold medal for Mérite francophone de La Renaissance Française for promotion of French linguistic or cultural ties. She has been recognized nationally and internationally for her expertise in foreign language education, especially at the elementary school level. She is the author of many books on elementary school foreign language education and has been a national consultant to many school districts. She is a Commandeur dans l'Ordre des Palmes académiques. The medal was conferred by France's ambassador to the U.S., Gérard Araud, on June 30.

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS



Caroline Little (upper photo) is the French teacher at Saint Thomas Academy (MN) and teaches all levels of French, from Introduction to French with seventh graders to a concurrent enrollment course which she teaches in conjunction with the University of Minnesota. Caroline has been teaching French for fourteen years, with the past thirteen at Saint Thomas Academy. She enjoys the dynamics and energy of teaching all boys, as they keep her constantly on her toes both in and out of the classroom.

When she is not planning fun and engaging activities for her classes, she moderates the French Club as well as the Experimental Vehicle Team, where her students are able to get a real-life hands-on engineering experience. She enjoys her mentorship of the Experimental Vehicle Team as it allows her to spend time with students outside of the typical classroom setting and the French club for the fun activities they come up with. From Prezis to pronoun handouts Caroline also enjoys developing interesting activities to share.

Caroline lives in St. Paul, Minnesota with her husband Michael and two daughters, Emilie and April. When she is not ensconced in all things Francophone, she enjoys running, rock climbing, drawing, and silversmithing.

Founded in 1885, Saint Thomas Academy is an all-male, college preparatory, Catholic, military/leadership school committed to preparing young men to succeed in college and in life. The Academy challenges its 623 students in grades 7-12 to excel academically, spiritually, morally, and physically in and out of the classroom. It is fully accredited by the Independent Schools Association of the Central States (ISACS), a member of the National Association of Independent Schools (NAIS), the Minnesota Association of Independent Schools (MAIS), and the Association of Military Colleges and Schools of the U.S. (AMCSUS).

Michèle Bissière (bottom photo) started her teaching career as an Agrégée d'anglais in France before receiving her Ph.D. in French from the University of Wisconsin-Madison. She is an Associate Professor of French at the University of North Carolina, Charlotte, where she teaches courses in language, contemporary culture, and film at all levels. Her publications include articles on eighteenth-century women writers and contemporary French cinema, as well as a textbook, *Séquences: Intermediate French through Film*, published by Cengage, and a co-edited volume of *Women in French Studies entitled French and Francophone Literature and Culture through Film*. At UNC Charlotte, she has served as Interim and Associate Chair of the Department of Languages and Culture Studies, Study-Abroad Coordinator, French Club Advisor, and organizer of several French and International Film Festivals. Michèle has been actively involved with the AATF since the late 1990s. In addition to presenting at local and national meetings, she served as Regional Representative for the Southeast and is currently Co-Chair of the Commission on Cultural Competence and Film Review Editor for *The French Review*. Michèle received the 2013 North Carolina AATF Teacher of the Year Award, and she was named Chevalier dans l'Ordre des Palmes académiques in 2014. She looks forward to her new role as incoming Vice President of the North Carolina AATF Chapter.

See Ludwig Award announcement for 2016 on page 23.



2015 AATF ELECTIONS

This fall we will be holding elections for Vice-President and for Regional Representative in Regions II (New York & New Jersey), IV (Southeast), and IX (Northwest). This year voting will be on-line. Instructions on how to vote will be enclosed with your 2016 Dues Renewal Notice (mailed in September). Those who cannot vote on-line may request a paper ballot by sending an e-mail to [ballots@frenchteachers.org] or calling (815) 310-0490.

Note: The symbol  after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.

SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled "Help Wanted: Encourage Students to Learn French," it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. Limited quantities of the flyer will be offered to AATF members free of charge. Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

one first-class stamp required for 4 copies of the flyer

two first-class stamps required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 per copy or in any quantities to non-members at \$.20 per copy.

Mail your SASE and request to AATF Flyer, 302 N. Granite St., Marion IL 62959.

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 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 in the National Bulletin (page 46). 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 French by the Numbers
- 100 copies of the flyer 10 Reasons to Learn French
- 100 copies of the flyer Speaking French: An Investment in the Future
 - _____ 25 copies of the Why French FLES*? flyer (optional at no extra cost; check if you would like to receive them)
 - _____ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
- 10 bumper stickers
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
 - _____ DVD Forward with French _____ DVD Forward with FLES*
 - _____ DVD French-Speaking Louisiana
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ Calendrier perpétuel _____ La Vie des mots
 - _____ Vive le français! (activities)
 - _____ FLES* report (See the National Bulletin, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 On est les meilleurs! buttons _____ 25 Forward with French pens

Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 12/31/15.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

EXEMPLARY PROGRAMS IN FRENCH

Have you heard about this new AATF initiative? We now have ten Exemplary Programs, and we know that there are many more out there. You could be one of them! In 2014, the Executive Council approved the inauguration of a new award for Exemplary Programs in French. Inspired by the AATG German Centers of Excellence and the Pennsylvania PEP Award, this initiative aims to recognize outstanding programs in our schools and universities. In early March 2015, we received amazing dossiers from our colleagues all over the country that attested to the excellence of their work. They vary from small private schools to big city institutions with feeder schools in the elementary and middle level. They have one thing in common: they place a high value on the teaching of French and demonstrate success.

While the criteria for selection are rigorous and include a stable program, committed faculty, innovation in teaching, recommendations from principals, parents, and graduates, among other items, the distinguished schools had no difficulty meeting them. A selection committee chosen from among the AATF Executive Council present and past members evaluated the submissions, and was unanimous in selecting the following schools:

Exemplary With Distinction

St. Luke's School, New Canaan, CT
AATF member: Jonathan Shee

Parker High School, Janesville, WI
AATF member: Andrea Behn

Exemplary With Honors
Hopkins School, New Haven, CT
AATF member: Sarah DuPlessis

Geneva Community High School (IL)
AATF member: Martha Behlow

Chapel Hill High School (NC)
AATF member: Christen Campbell

Fairmont High School, Kettering, OH
AATF member: Mary Townsend

Martin Luther King, Jr. Magnet High School, Nashville, TN
AATF member: Jane Weaver

Vandegrift High School, Austin, TX
AATF member: Kelly Simon

Wakefield High School, Arlington, VA
AATF member: Kathryn Wheelock

Exemplary

Cannon School, Concord, NC
AATF member: Sylvia Simard-Newman

These schools show leadership in every form. They invest resources into assessment, professional development for faculty, and numerous opportunities for students. In many cases, students attrib-



L. to R. Mary Townsend, Fairmont High School (OH); Jane Weaver, MLK Jr. Magnet High School (TN); Katy Wheelock, Wakefield High School (VA); John Lytle, Hopkins School (CT); Jon Shee, St. Luke's School (CT); Executive Director Jayne Abrate; President Mary Helen Kashuba, SSJ

uted their success in college and in the professional world to their high school teachers of French. A parent noted, "The interests, skills, and values [my children] have been exposed to in this program will provide them with an excellent foundation to develop intercultural sensitivity and more importantly cultural humility for the 21st century." A teacher commented, "As part of expansion efforts, over the past two years we have been actively encouraging students to study TWO world languages via media blasts, announcements, and public posters, and currently over 10% of our total student population in grades 7-12 take advantage of this fantastic opportunity. The majority of students taking two world languages have chosen French as one of their two courses."

Another school describes their National French Week celebration: "The entire school participates, the French club makes delicious treats, the cafeteria makes only French food, speakers come, French music is played at assemblies, French sayings are written on school sidewalks, French works of art are hung in our art gallery, there is crepe making for the entire school." Still another school sees its exemplary status as part of the entire school's concept of success: "This excellence can be found everywhere on campus—in the IB science labs, on the walls bedecked with student art, in the

Calculus III classrooms, in our nationally recognized music program, in AP English classes, in IB seminars with international authors, and in our French, German, Latin, and Spanish classrooms. We are fortunate

to have developed a culture of success where students believe they can achieve, regardless of their background or economic status."

Check the AATF Web site and read more. You will find a summary of each school's efforts, and in many cases, links to their Web sites. They will inspire you to add to your own program. They will also encourage you to submit your school for an award next year. The criteria are listed on the AATF Web site as well. We welcome colleges and universities to join our distinguished schools. This year we had only high school submissions. We also plan to add elementary schools to our list and will develop criteria for them.

Why apply for the Exemplary Program distinction? In preparing the application, you will recognize your strengths and articulate your goals for the future. You will be surprised at the support you receive from your principal, your colleagues, and your students. You will learn how to improve your program even further in the future. In addition, you will become a model for other schools. Last but not least, an exemplary program is very likely to continue for many more years. Administrators appreciate all recognitions. Let your program do this for your school or university. Let it do this for the promotion of French!

Mary Helen Kashuba SSJ
Présidente, AATF
[kashubam@chc.edu]



PROMOTIONAL FLYERS FOR THE CLASSROOM



Help Wanted: Encourage Students to Learn French

Developed by the AATF Commission on High Schools, this newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. Limited quantities of the flyer are offered to AATF members free of charge upon receipt of a self-addressed stamped business-size envelope with a note requesting the new flyer (attach \$.44 for 4 or \$.61 postage for 8 flyers)

French By the Numbers

White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace. It also emphasizes the interconnectedness of the French and American economies.

French is Not a "Foreign" Language

Black and white on dark green flyer illustrates the similarities between English and French. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

Why Learn French

Newly-revised blue and green on white flyer presents French as a language for business, jobs, travel, and global communication.

Speaking French: An Investment in the Future

Newly-redesigned multi-color flyer explains why French is a world language! Today's French student isn't only learning a language rich in history and culture but is also opening a door to greater career opportunities.

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

Newly-redesigned burgundy and cream flyer lists 10 reasons why French is a valuable language to learn, including increasing students' marketability in a global economy as well as improving critical and creative thinking skills.

Why French FLES*?

Developed by the AATF FLES* Commission, color flyer offers reasons for beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools.

To order these materials send your order and payment to AATF Materials, 302 N. Granite St., Marion IL 62959. Direct questions to [aatf@frenchteachers.org]. PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.

Prices valid until 12/31/2015

Quantity (all prices cover first class postage & handling)

Cost



_____ Help Wanted

_____ French By the Numbers

_____ French is Not a "Foreign" Language

_____ Why Learn French?

_____ Speaking French

_____ Ten Reasons to Learn French

_____ Why French FLES*?

TOTAL ENCLOSED _____

Prices: 100 copies @ \$12; 50 copies @ \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

AATF 2015 FUTURE LEADERS FELLOWSHIP PROGRAM, SAGUENAY, QUÉBEC

The fifth year of the AATF's Future Leaders Fellowship Program took place in Saguenay, Québec two days prior to the annual convention. The group consisted of nine participants from across the country who worked together to develop their leadership skills and learn more about the national organization's mission, goals, and activities. This training was provided in order to enhance their skills as chapter leaders and hopefully to pique their interest in working at the national level.

AATF Past-President Ann Sunderland provided the impetus for this program, because she saw the need for building and increasing leadership capacity at the chapter level. Her vision has become a carefully articulated series

of sessions that bring leaders together each year before the start of the annual convention.

The nine Future Leader Fellows represented nine states: Sheila Conrad (Iowa Chapter), Julie Crisafio (Western Pennsylvania Chapter), Megan Diercks (Colorado/Wyoming Chapter), Keith Grasmann (Westchester, New York Chapter), Rebecca Léal (Chicago/Northern Illinois Chapter), Tia Lebrun (Louisiana Chapter), Melanie Taylor (Tennessee Chapter), Julia Ullmann (Florida Chapter), and Kathryn Wheelock (Northern Virginia Chapter). Janel Lafond-Paquin (Eastern Massachusetts Chapter) led the program.

The Future Leaders Program aims to assist participants, as new and future chapter leaders, in honing their leadership skills. It focuses on member recruitment and retention, while at the same time reviewing chapter guidelines and the duties and responsibilities of elected officers. The cohesiveness of the group allows for much sharing of ideas and strategies that they can in turn bring back to their own chapters.

Through presentations and discussions, this year's Fellows learned about their own chapters through exploration of their chapter constitution. They also had the opportunity to explore the AATF Web site through an activity that

they completed prior to their arrival in Saguenay. Furthermore, presentations by various people gave participants a wealth of information on the workings of the national organization. Executive Director Jayne Abrate spoke of the AATF at the national level and gave each leader a folder of resources. Catherine Ousselin provided a wealth of technological



2015 AATF Future Leaders Fellowship Program participants. Front Row L. to R.: Tia Lebrun, Julia Ullmann, Rebecca Léal, Sheila Conrad, Melanie Taylor; Second Row L. to R.: Megan Diercks, Julie Crisafio, Kathryn Wheelock, Keith Grasmann

information and social media resources that are linked to the AATF Web site and help keep the organization in the technological mainstream. Ann Sunderland reflected on the professional career that led her to her election as president of the largest organization of French teachers in the world and spoke of the relationship between the AATF and the various national, regional, and state organizations. Ann also spoke of the Société Honoraire de Français and its new middle/elementary school program, les Jeunes Amis du Français. Lisa Narug talked about the National French Contest and its new online component. Joyce Beckwith, former Regional Representative for New England, shared her expertise on the role of a regional representative. President Mary Helen Kashuba, SSJ, shared with leaders the Exemplary Program for schools that she began (Fellow Kathryn Wheelock was recognized as having such a program).

This year's leaders also had the opportunity to hear from Jane Black Goepper about her role as editor of the National Bulletin as well as from Marie Schein who talked about service learning. In addition, when the leaders were not listening to speakers, the program's director Janel Lafond-Paquin covered topics including leadership, chapters, and recruitment and retention of members.

A highlight was making "frames" decorated with AATF information and Québec stickers under the direction of Catherine Ousselin. These were used near the AATF booth for pictures of participants and will be used at a later date for promoting the AATF.

Beyond their commitment to becoming chapter officers or continuing in such a role, the Future Leaders are required to develop a project that they pledge to carry out in the coming year. Almost half chose social media as their project, while others chose to focus on activities that will bring more visibility to the AATF. Each participant will use his or her strengths to make a difference as they continue or pursue officer roles in AATF.

Everyone expressed that their own participation will help them enor-

mously as they go back to their chapters and use what they have learned to make a difference. They highlighted the quality of the presenters as well as the collegiality that united them as a group. They were amazed by all the ways that the national organization supports chapters and enjoyed the opportunity to network with other committed colleagues. In summary, when asked what was best about the program, one participant seemed to speak for all with these remarks: "The people. What a pleasure to meet such a diverse, great group of professionals. [I] made new teacher friends to share ideas for life".

We encourage all chapters to nominate a participant for the 2016 Future Leaders Fellowship Program which will be held in Austin, Texas. See the requirements and application process on page 43. If someone has already participated from your chapter, consider sending another participant in order to strengthen your chapter leadership. If you have never sent anyone, now is the time to select one of your members so that he or she may take part in a program that is sure to reap benefits for your own chapter. We look forward to preparing next year's program with your candidates!

Janel Lafond-Paquin 
Director
[madamep51@hotmail.com]

2015 NATIONAL FRENCH WEEK CONTESTS

The theme for both contests in 2015 is "L'Heritage Français en Amérique/French Heritage in America."

ESSAY CONTEST

Deadline: Received by November 15, 2015.

Submit: All essays must be submitted by e-mail to [essays@frenchteachers.org

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2015. No group entries. There is a limit of five entries per school. Essays must be written in English. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written at the beginning of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

- Grades 3-5: Maximum 150 words;
- Grades 6-8: Maximum 250 words
- Grades 9-12: Maximum 350 words
- College: Maximum 500 words

Judging Criteria: Relevance to the theme, originality, written expression. All essays become the property of the AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Video/Animation Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

VIDEO/ANIMATION CONTEST

Deadline: Received by November 15, 2015.

Rationale: The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 4-10, 2015). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology.

To Submit: See National French Week link on AATF Web site for instructions regarding format and where to upload the video/animation. Entries can be made using Glogster, Animoto, or embedded Web tool or shareable app of the student's choice. Please visit the AATF site to find a list of the suggested Web tools. If using these sites, teachers should choose the free educator subscription or have students set up their own accounts. The project should be viewable by the judges, but the projects should be marked "Unlisted" until the awards have been announced. Please include a URL to the project in the registration form. The contest judges may request that you share the embed code for the project after the awards have been announced. For questions on Web tool or app usage, please contact Cath-

erine Ousselin at [catherineku72@gmail.com]. For ideas on past submissions, visit the National French Week blog site at [http://nfwposter.blogspot.com/].

Guidelines: The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2015. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

Competition divisions: (1) Intermediate: Grades 6-8, and (2) Secondary: Grades 9-12

Judging Criteria: Visual impact, relevance to the theme, and originality. All videos become the property of the AATF and may be used in AATF publications or materials. All participants in the video competition will receive certificates. The winning videos will be posted on the AATF Web site. First, second, and third place winners of each division will receive prizes. Go to [www.frenchteachers.org/nfw/contests.htm] for complete instructions and to [http://nfwposter.blogspot.com/] to see some past submissions.

ALLONS AU CINÉMA: PROMOTING FRENCH THROUGH FILM

Fourteen French and Francophone films are presented with vocabulary and activities for the classroom at both secondary and post-secondary levels.

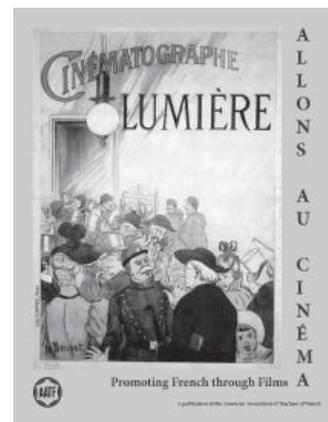
_____ Allons au cinéma x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.





LA PETITE SOURIS DES DENTS DE LAIT

Losing a baby tooth (une dent de lait) is an extraordinary moment for a child in any culture. It's fascinating to see how many different ways this momentous event is celebrated around the world. In France it isn't the Tooth Fairy who comes, but the Little Mouse (La Petite Souris) who leaves a coin (une pièce) or a small gift (un cadeau) in exchange for the baby tooth she takes home for the construction of her castle (son château). Based possibly on a fairy tale by the Baroness d'Aulnoy (17th century), the custom of leaving the tooth for the mouse varies among French families. For example, the child can leave the tooth under the pillow (sous l'oreiller) in the bedroom or on a saucer (une sous-coupe) which is dusted with a little flour (un peu de farine) in the dining room. When the mouse comes to retrieve the tooth, she will leave tiny footprints on the saucer, thus proving her existence!

For the youngest students in first, second, and third grades, who are losing their teeth in rapid succession, the event is a source of great pride. We have a big poster in the classroom where each child can post the number of teeth lost and add to it during the school year. We have made certificates from La Petite Souris, tooth holders, Christmas tree decorations, but the poster has meant the most to the children as they are adding to it almost weekly in addition to making a public announcement. Each child cuts out his/her own tooth (une dent de lait) and writes his/her name on top. At the beginning of each class, I ask if anyone has lost a tooth, and the child has the honor of adding a number to the tooth on the poster. It is a good reinforcement for the spelling of simple numbers for the young learners. They become used to the "how many" question: "Combien de dents as-tu perdues?"

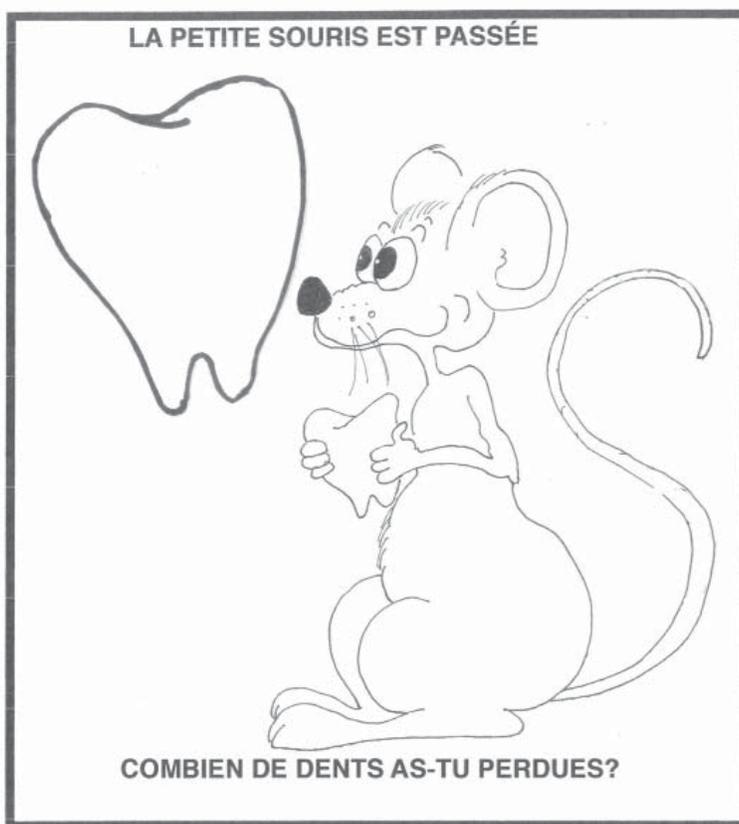
For the older French students who may not be losing teeth anymore, the concept of La Petite Souris is still an important part of French culture. Culture is not just kings and queens and art and music but also the details of the daily life of the people of the country whose language the students are learning. The vocabulary involved is a great springboard for review at the beginning of the school year.

LE VOCABULAIRE:

- Combien de dents? (réviser les chiffres)
- Une pièce (réviser le système monétaire européen)
- Sous l'oreiller (réviser les adverbess de lieu)
- Une dent de lait (réviser les parties du corps)
- La petite souris va passer (réviser ALLER + infinitive)
- Une sous-coupe (réviser le couvert)
- Un peu de farine (réviser des expressions de quantité)
- Dans la salle à manger/Dans la chambre (réviser la maison)

POSTER:

Copy the outline of the tooth for each child to cut out and tape or glue around the mouse on a 22" X 28" poster board. Enlarge the mouse below (or any drawing of a mouse) to whatever size will accommodate all the teeth of your students on your poster. Remember to have the class shout "Félicitations!" for each new tooth lost.



Elizabeth Miller
N. California AATF

Share with other FLES* and middle school teachers your ideas, classroom gimmicks, games for oral interaction, and successful lessons. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; E-mail: [mmemiller@aol.com].



Support the AATF and the Promotion of French in the U.S.



The AATF exists to support teachers of French in the U.S. Our mission is to support all efforts destined to advance the French language and literatures as well as all French-speaking cultures. We encourage collaboration among teachers in the public and private sectors as well as among all levels of teaching. We strive to provide members with the tools needed to advocate for French study and promote the teaching and learning of French in their schools and communities.

In 2007, we launched a special campaign to commemorate the 80th anniversary of the founding of the AATF with some special contributor categories:

- _____ 80th Anniversary Club (\$80)
- _____ Sponsor (\$500)
- _____ Patron (\$100)
- _____ Sustaining Member (\$50)
- _____ Other amount

In addition, the Executive Council established special contributor designations and benefits for those who pledge larger amounts:

Platinum Level Benefactor: Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$10,000. The Platinum Benefactor will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Gold Level Benefactor: Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$5000. The Gold Benefactor will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Silver Level Benefactor: Awarded to any member with more than 10 years of membership who contributes at least \$2500 in a given year. The Silver Benefactor will receive a framed certificate, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Bronze Level Benefactor: Awarded to any member with more than 10 years of membership who contributes at least \$1000 in a given year to the AATF. The Bronze Benefactor will receive a framed certificate and be placed on the Web site Honor Roll of donors.

In addition to these categories, members will also be recognized each November in the National Bulletin as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2015 is deductible on your 2015 income tax return.

Your generous donations, which are tax deductible, support our many activities, including

- 12 publications per year
- National French Week
- National French Contest
- Société honoraire de français
- contests for students at all levels
- the work of the AATF commissions
- an award-winning Web site
- collaborative projects such as the National Standards for Foreign Language Learning
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 15 scholarships to France, Quebec, and Belgium
- more than \$5,000 in grants
- numerous awards and honors for members and their students and administrators

For more information on AATF activities, visit [www.frenchteachers.org].

To become a sponsor or benefactor, send your contribution to AATF, 302 North Granite Street, Marion, IL 62959-2346.

Avec nos plus sincères remerciements!

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and postsecondary (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2017, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Austin, Texas in July 2016.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by February 1, 2016.

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

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

TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be February 1, 2016. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

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

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development

- 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.

Evidence of contributions to the profession may include

- 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 or other innovative programs.

NOMINATION PACKET

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

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. 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 the selection committee.
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 contributions to the profession. These two letters of recommendation are limited to 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 together in one file.
5. Submit the nomination packet electronically in .pdf format (one file with the candidate's name in the file name) to [awards@frenchteachers.org]. The nomination must be received no later than February 1, 2016.

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

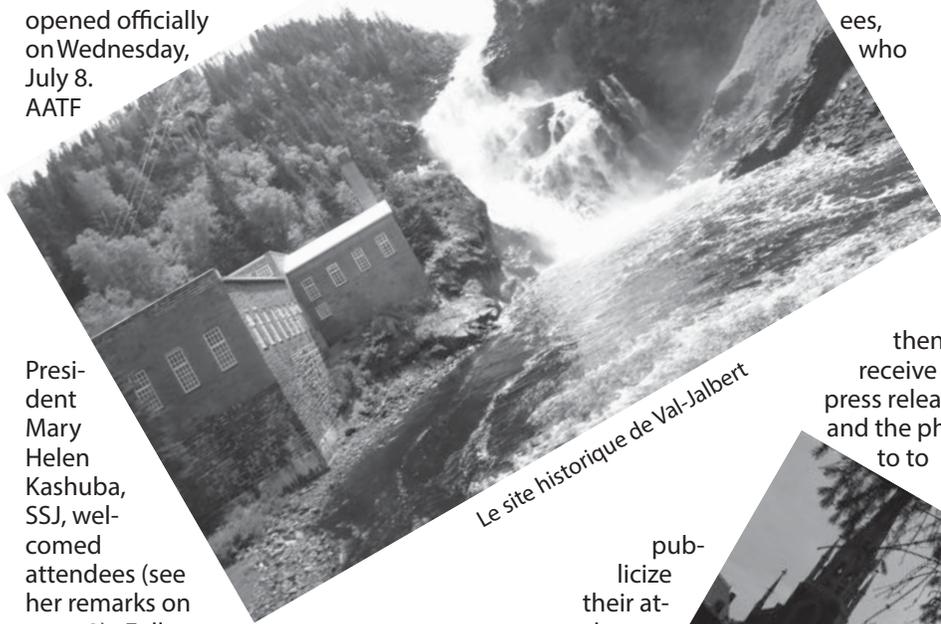
HIGHLIGHTS OF THE 88TH ANNUAL

The 88th annual AATF Convention was held July 8-11, 2015 at the Hôtel Le Montagnais in Saguenay, Québec and had as its theme, "L'Héritage français en Amérique."

The Executive Council spent two days doing the Association's business before the convention. They met on July 6-7. In addition, the fifth Future Leaders Fellowship Program with nine participants was held on those same days under the able direction of Janel Lafond-Paquin (page 19).

On the afternoon of July 7, a group of 30 congressistes participated in an excursion to the Musée Louis-Hémon, Lac Saint-Jean et Odyssee des Bâtisseurs.

The convention opened officially on Wednesday, July 8. AATF



Le site historique de Val-Jalbert

President Mary Helen Kashuba, SSJ, welcomed attendees (see her remarks on page 3). Following introductory remarks by Marc-André Thivierge, Directeur États-Unis au Ministère des Relations Internationales et de la Francophonie du Québec, Luc Blackburn, representing the Mayor of Saguenay, Solange Moreau, Directrice de l'École de langue française et de culture québécoise de l'Université du Québec à Chicoutimi, and Guy Paradis, Directeur du Centre linguistique du Collège de Jonquière, she then introduced our keynote speaker, author and journalist Jean-Benoît Nadeau. A special thanks to the Centre de la francophonie des Amériques for sponsoring the keynote address.

After the opening séance plénière, more than 150 enthusiastic congressistes and their guests attended the Welcome Luncheon where they were seated by region in order to network with colleagues from their geographic area.

Following five afternoon workshops, to close the opening day, participants were



able to have a first look at the Exhibit Hall (find out more about our exhibitors on the AATF Exhibitor Web page at [www.frenchteachers.org]) during a wine and cheese reception. As they do each year, members of the Executive Council were at the AATF exhibit booth to take pictures with attendees, who

then receive a press release and the photo to publicize their attendance at their schools and in their local newspapers. In the evening, the American Society for the French Academic Palms held its annual dinner. Day 2 was a full day of sessions, often highlighting the theme of the convention. During the lunch break, many members participated in the ninth annual Dictée orga-

nized by AATF President-Elect Catherine Daniélou (See the list of winners on page 41). Guest speakers at the convention included Bill Rivers, Executive Director of the Joint National Committee for Languages/National Council for Languages and International Studies

(JNCL-NCLIS), and ACTFL Teacher of the Year, Nicole Nadeau



Other special sessions and meetings

included numerous exhibitor and commission sessions as well as meetings of the National French Contest Administrators and Société honoraire de français sponsors (see the complete program on the AATF Web site). A group of 40 participants left at noon on an excursion to accompany La Fabuleuse during which they explored the history of the Saguenay at various sites and with local authors. At the end of the day, the rest of the attendees left by bus to join them at a special performance of La Fabuleuse Histoire d'un Royaume at the Théâtre municipal de La Baie.

Day 3 of the convention was equally busy. There



Le Centre-ville de Saguenay avec la Petite Maison Blanche.

were several coffee breaks in the exhibit hall, one sponsored by

CONVENTION IN SAGUENAY

Tralco-Lingo Fun. held during the where lucky won prizes. We would also like to thank the

Two raffles were exhibit breaks attendees able

Outstanding Chapters for 2015 (pages 26, 28) and our Outstanding Chapter Officer, Mary Anne O'Neill (page 26).

In the afternoon, the AATF Assembly of Delegates met to ratify the decisions of the Executive Council and to discuss ideas for strategic planning.

Over 130 people participated in the Soirée sagueenenne,

Lincourt, Ingrid Langevin, and Angélique Longtin, for all they did to help organize a memorable convention.

In short, the 334 participants were able to enjoy 104 sessions, including 9 exhibitor sessions and 10

École de langues de l'UQAC for sponsoring the badges.

In order to schedule our closing gala, an Awards luncheon was held where those receiving special recognition for their achievements in 2015 were celebrated. These included our outgoing Executive Council members, Region IX Representative Ann Williams and Vice-President Steve Daniell, who will finish their terms on December 31, 2015.

We also welcomed a new honorary member, Pierre Lin-

organized by the Centre linguistique du Collège de Jonquière where participants tasted soupe aux gourganes, tourtière, and



L. to R.: Jean-Benoît Nadeau, Line Gigault, Nicole Naditz au kiosque du Centre de la francophonie.

commission sessions, and seven workshops, 31 exhibit booths, two raffles, and several unique excursions and activities. The AATF would like to thank the staff members who helped make the convention such a success, Lindsey Gibson and Angelica Vickers who helped us throughout the process of planning and running the convention. AATF staff members were aided in their work by all the members of the Executive Council (see page 7) and the personnel of the Hôtel le Montagnais. The AATF would like to thank the speakers, exhibitors, and sponsors

court, former director of the École de langues de l'UQAC. Among the numerous award recipients were Caroline Little and Michèle Bissière who received the 2015 AATF Dorothy S. Ludwig Excellence in Teaching Awards (see page 15). Intercultural Student Experiences again sponsored the ISE Language Matters Award which was given to Abbe Guillet (see page 26). Outstanding National French Contest Administrators Maria del Carmen Ramirez and Heather West were also recognized as were our



L. to R.: Margarita Levasseur, Janel Lafond-Paquin, Karen Cambell Kuebler, Scott Sheridan, Mary Helen Kashuba, SSJ, Rita Davis, Marie Schein, Dolliann Hurtig, Deb Reisinger at the Commission Chairs Luncheon.

tarte au bleuets ou au sucre. Some extended their evening to enjoy the Festival de musique in Jonquière. Those who did not have early departures were able to take advantage of the final half-day of workshops and sessions.

Following the convention, more than 30 attendees stayed to participate in the post-convention excursion to Val-Jalbert et Mashteuiahtsh.

We would like to thank the Local Committee, Chair Marie-Josée Lepage, Guy Paradis, Esther Laprise, Pierre

the convention could not have happened. We invite everyone to join us in



2016 as we visit Austin, Texas (see page 43).

AATF OUTSTANDING CHAPTER OFFICER



Mary Anne O'Neil is retired professor of French from Whitman College in Walla Walla, Washington, where she taught all levels of French language, civilization, and literature for 33 years. She is the author of a conversation book, *La France et la francophonie* (Yale University Press [2004]) and *From Babel to Pentecost: The Poetry of Pierre Emmanuel* (McGill-Queens University Press [2012]). She has been involved in the AP French program both as a syllabus evaluator and test reader for over ten years. From 2008 to 2014, she served as Vice-President, President, and Past-President of the AATF Washington/Alaska/British Columbia/Alberta Chapter. She continues to help edit and write for the chapter newsletter, *Le Canard déchaîné*. After her daughter and granddaughters, she is most proud of her many former students who have become French teachers in secondary schools and colleges. She lives with her husband, Patrick Henry, who is also a French teacher and scholar, in Walla Walla.

2015 OUTSTANDING CHAPTER AWARD WINNERS

Large Chapters

1st place: Maryland

2nd place: Connecticut

Small Chapters

1st place: Arizona

2nd place: Central Pennsylvania

Honorable Mention: San Diego
Honorable Mention: Westchester

2016 ADMINISTRATOR OF THE YEAR AWARD

The AATF/Concordia Language Villages/French Cultural Service Administrator of the Year Award, to be given annually, is intended to recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extra-curricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school- or campus-wide presence for languages. The nomination file should contain the following items: (1) an abbreviated CV (2 pages maximum) outlining the candidate's education and work experience, (2) a brief description of the language program(s) in the school or district (2 pages maximum), and (3) a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s) described. All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than December 1, 2015. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2016) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrate@frenchteachers.org].

CONTACT REPRESENTATIVES OF QUEBEC

If you are looking for support or information from the Government of Quebec regarding any of their programs, you can go to their Web site to find the most current information for each of the délégations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]

2015 ISE LANGUAGE MATTERS AWARD



Abbe Guillet is the recipient of the 2015 ISE Language Matters Award. When she arrived at C.W. Baker High School in Baldwinsville, NY in 1989, her inspirational supervisor introduced her to the communicative method and told her that the language department taught without a formal text and only in the target language. She had left teaching in the American system fourteen years earlier, and this was a whole new, wonderful world. Her students may not have conjugated verbs correctly, but they understood her and, more importantly, were not afraid to speak. Yet, even that first year, she knew that her students needed more than her classroom. They participated in the activities of local, state, and national professional organizations, creating plays, singing songs, and recreating masterpieces, such as the labyrinth of Chartres and living paintings. That first year, she also began organizing a trip to France. Twenty-five years, sixteen trips and over 400 students later, she has had the privilege of seeing students transformed by all that they see and of witnessing firsthand over time how the study of a language that is not their own has enriched their lives. This is a very special award to her, because each day that she teaches, she truly tries to show students just that: that language matters.

See the announcement for the 2016 award on page 40.



NOTES FROM A FUTURE LEADERS FELLOW

Leadership, collegiality, and friendship are the keywords that define my experience in the AATF Future Leaders Fellows Program, which met just prior to the 2015 Congrès in Saguenay, Quebec. As one of nine participants nominated and accepted in the program, I spent the conference week immersed in the strong network of AATF leadership at the national, regional, and chapter levels.

My journey to the Fellows Program was unconventional, having only been a member of my Chicago area chapter for two years. In many ways, however, my professional career has evolved with the AATF. I first joined the AATF while in graduate school, and, at that time, my understanding of the organization was primarily from a research perspective, not yet aware of the association's other

and foremost, as Future Leaders we listened—to each other, to commission heads, and to AATF officers. We learned from each other, supported each other, brainstormed, and problem solved. Practices that one chapter may take for granted, such as strong, active membership, may be a significant issue for another chapter. As Fellows, we learned about the AATF's strong legacy, current challenges, and goals for the future. Lastly, and perhaps most importantly, we learned how to lead. As our program leader Janel Lafond-Paquin ♣ showed us through her own example, leadership is about people and building relationships, trust, and following through. Flexibility was also Janel's keyword, reminding us of the need for leaders with strong organizational skills who also have the adapt-

As Future Leader Fellows, we came from a variety of backgrounds and were as diverse in geographical regions as we were in experience and expertise. This diversity reflects well today's AATF, an inclusive professional organization that is applicable for any teacher of French, regardless of level, experience, or geographic zone. Even though as Fellows, we now find ourselves spread out throughout the country, our conversations with each other and with the AATF have continued, locally, regionally and nationally.

My work with the AATF has shaped the focus and direction of my service, teaching, and research. As a Future Leader and in the spirit of true collaboration and mutual exchange, I would like to provide as much to the Association as it has provided to me. As an educator,

The AATF is an important force for creating a community of French speakers whose bonds through networks of friendship bolster the morale of those who inspire the future of French in North America.

vast resources. In 2012, shortly after having obtained my Ph.D. and accepted a lectureship at a small private college, I attended my first AATF convention in Chicago as an observer; in many ways, the experience at the convention shaped my teaching practices and methodology in the year that followed. While at the convention, I felt empowered by the strong network of peers and their expertise in their subjects of specialization and came away from Chicago with a new sense of the direction that my newly-created courses would take. In 2013, I accepted a tenure-track position directing the French program at a Chicago area liberal arts college where I was immediately welcomed into the local AATF chapter during their fall program. I was subsequently elected to the Chapter's Executive Council where for the past year I have served on the Program Committee and Editorial Committee for the chapter newsletter; I am also actively involved with advocacy and promotion as well as the chapter's Concours Oral (hosted at my institution), the High School Immersion Day, and have presented and moderated sessions at AATF conventions. It was with the strong support of my chapter that I was accepted into the Future Leaders program in Saguenay.

Many of my colleagues have asked me about the experience. How did we spend our week? Was it useful? Did the experience meet my expectations? First

ability to learn from others. Part of the Fellows program was also spent networking with AATF officers. Leadership, as we learned, also takes the form of mentoring colleagues and creating occasions for informal collaboration through social and cultural events.

Finally, as Future Leaders we were provided with the opportunity to give back to the AATF, designing individual projects to take back to our chapters. Our projects were to be modest in nature, thereby being feasible, yet destined to make a difference and reaching as many French teachers as possible. In project selection, many of us saw the importance of social networking as a means of increasing the AATF's visibility in our regions. My own project involves promoting the continued study of French in higher education through both programming specifically for college students, such as an Immersion Day, but also the creation of material for high school teachers to help them better promote French study at the college level. How can middle school and high school teachers help us as college faculty? Shortly after returning to Chicago, I met with our chapter president Martha Behlow ♣, and in an intense work session, we drafted several new initiatives: a video promotion contest, informational material for teachers and parents, and a fall program for members with workshops designed to show off Saguenay.

I have come to understand the importance of strong relationships between K-12 and higher education in the active promotion and advocacy of French. The AATF is an important force for creating a community of French speakers whose bonds through networks of friendship bolster the morale of those who inspire the future of French in North America. Inspiring and strengthening the capacities and qualities of AATF Future Leaders not only strengthens the organization, but also strengthens individual French programs, thereby, step by step, securing the future of French in North America.

Rebecca E. Léal
Chicago/Northern Illinois Chapter
Elmhurst College
[rebecca.leal@elmhurst.edu]

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org]; click on "About Us," then "Regional Offices."

2015 NATIONAL FRENCH CONTEST ADMINISTRATORS OF THE YEAR

Outstanding National French Contest Administrator - Small Chapter



Maria del Carmen Ramirez (upper photo) has been the Grand Concours Administrator of the El Paso AATF Chapter for the past 8 years. Each year, her campus, Ranchland Hills Middle School, welcomes with open arms approximately 300 students from throughout the region. She is delighted to see students return each year to take the exam or arrive for the first time. To end the Grand Concours celebration, the board organizes an Awards' Breakfast to honor those students who placed in the top 10 locally and nationally; they have nearly 200 attendees each year. She has also had the opportunity to serve as AATF Chapter President and be part of the Alliance française d'El Paso board. She has been a member of AATF for 12 years. At her campus, she has served as Dual Language Coordinator for the past five years.

She earned a B.A. from the University of Texas at El Paso, specializing in French and Criminal Justice. The following fall, she began teaching French and Spanish at Ranchland Hills Middle School. In 2007, she earned an M.A. in French from the University of California in Santa Barbara. In 2008, she completed a second M.A. in Spanish Literature from the University of Texas at El Paso. In 2010, she once again decided to continue graduate studies, this time at Middlebury College (VT) where she is currently studying for a Doctorate in Modern Languages (D.M.L) specializing in French and minoring in Spanish. French is a wonderful example of the richness a culture has to offer to the world and that is one thing that she would like to share with students; the passion for learning more about this beautiful language.

Outstanding National French Contest Administrator - Large Chapter

Heather A. West (bottom photo) is Assistant Professor of French at Samford University in Birmingham, Alabama where she sponsors the French Club, coordinates the Samford in France Program, and directs the Critical Languages Program. She holds a B. A. in French from Birmingham Southern College, an M. A. in French from Mississippi State University, an M.A. Ed. from the University of Alabama at Birmingham, a Ph.D. in Romance Languages from the University of Alabama at Tuscaloosa, and a B.A. in Spanish from Samford University. She is a member of Pi Delta Phi, Sigma Delta Pi, Dobro Slovo, and Phi Kappa Phi.

She has contributed to the AATF National Bulletin and conducted a book club discussion with Steve Daniell at the 2011 AATF convention in Montreal. She has also been the Administrator of the Grand Concours in Alabama since 2011.

In April of 2015, Dr. West was named Chevalier dans l'Ordre des Palmes académiques.

Dr. West has also worked for language teachers in her state through her involvement in the Alabama World Languages Association. She has been actively involved in the organization since 1995 and after holding many of the positions on the Executive Council, began serving as Executive Director in 2012.

Her areas of research include the contemporary literature, film, and culture of Québec as well as literature in French and Spanish from the Caribbean.



CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 4-10, 2015



CLASSROOM ACTIVITY

EXPLOITATION PÉDAGOGIQUE DU FILM *LES HÉRITIERS* (MARIE-CASTILLE MENTION-SCHAAR, 2014)

Inspiré d'une histoire vraie, *Les Héritiers* est une comédie dramatique française qui porte un regard bienveillant sur l'école et l'enseignant tout en montrant les difficultés contemporaines du système scolaire français. Dans une classe de seconde du lycée Léon Blum situé à Créteil (banlieue parisienne), une professeure d'histoire-géographie (Ariane Ascaride) tente d'enseigner et de transmettre l'essentiel à des élèves ingérables. En leur proposant de participer au Concours national de la Résistance et de la Déportation sur le thème «les enfants et les adolescents dans le système concentrationnaire nazi», elle réussit à transformer leur vie et leur apprentissage scolaire. Le film a été bien reçu par la critique et le public français lors de sa sortie (décembre 2014). Aux États-Unis, il a été montré, entre autres, au COLCOA 2015 (Festival du Cinéma français à Los Angeles) où il a reçu le Prix Spécial de la Critique et du Public. L'utilisation pédagogique de ce film permet à nos élèves d'étudier le système scolaire français actuel et de réfléchir aux questions liées à l'École, à savoir la laïcité, la diversité religieuse, la violence, le sexisme, la réussite scolaire, les méthodes pédagogiques et l'enseignement de la Shoah. La fiche pédagogique suivante a été conçue pour les lycéens et étudiants de niveau avancé. Le dvd du film (zone 2), sorti en France le 1^{er} avril 2015, s'obtient facilement et peut être utilisé dans un lecteur dvd multizone ou un ordinateur. Il est recommandé de montrer le film avec les sous-titres français.

Ce dossier a été inclus à la présentation "L'École à l'écran: quelques films récents" que Michèle Bissière (University of North Carolina, Charlotte) et moi-même avons tenue au Congrès AATF de Saguenay en juillet 2015. Je tiens à remercier Michèle pour ses suggestions pertinentes concernant ce dossier.

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AVANT DE VISIONNER LE FILM

I. LE VOCABULAIRE

un canard boiteux	crippled individual
un camp de travail forcé	workcamp
un camp d'internement	internment camp
une chambre à gaz	gas chamber
un CDI (Centre de documentation et d'information)	school library
le/la CPE(Conseiller/ère principal/e d'éducation)	school counselor
la crânerie	swagger
un établissement scolaire	school
Pôle Emploi	Unemployment agency

Vocabulaire argotique/familier/verlan	
cramer quelqu'un	to burn someone
bouffer (manger)	to eat
un bouffon	clown
Ferme ta gueule!	Shut up!
feuj (juif)	Jewish
pécho (chopé)	hook up with
se foutre de quelqu'un	to mock someone
un truc de ouf	something crazy

QUESTION PRÉLIMINAIRE. Quels autres films sur l'école avez-vous déjà vus (films français ou américains ou d'autre provenance)? Quelles sont quelques caractéristiques de ces films?

II. LA BANDE ANNONCE. Regardez l'extrait ([www.youtube.com/watch?v=iSxV5vyvECQ]) puis répondez aux questions suivantes:

1. Où se passe l'action au début de l'extrait? Quels personnages apparaissent? Que doivent-ils faire avant d'entrer dans le bâtiment?
2. De quelle classe parle-t-on? Comment se comporte cette classe?
3. Qui est Madame Guéguen? Quel projet propose-t-elle à la classe? Comment les élèves réagissent-ils? Comment réagit l'homme qui parle à Mme Guéguen?
4. À votre avis, pourquoi Mme Guéguen s'énerve-t-elle en classe?
5. Citez tous les lieux que vous voyez, surtout en fin d'extrait.
6. D'après ce que vous venez de voir, quels sont les sujets dont le film va parler? Quelles sont les similarités ou les différences avec les autres films sur l'école que vous avez vus?

III. LE CONTEXTE DU FILM

1. Les lieux:
 - a. Créteil ([www.ville-creteil.fr])
C'est une ville située dans la banlieue sud-est de Paris et la préfecture du Val-de-Marne. Elle comprend environ 90 000 habitants, ce qui en fait la sixième commune la plus peuplée d'Île-de-France. Sa population présente une grande diversité
 - b. L'École militaire
Dans le film *Les Héritiers* la cérémonie de la remise des prix du Concours national de la Résistance et de la Déportation se tient dans l'un des salons de l'École militaire, un lieu de mémoire situé à Paris.
Travail de recherche: Dans quel quartier de Paris se trouve l'École militaire? Quel symbole de Paris se trouve à l'autre bout du Champ-de-Mars? À quelle époque l'École militaire a-t-elle été con-

struite? Quel grand homme français y a été élève? Quelle est la fonction principale de l'École militaire depuis la fin de XIX^e siècle?

c. Le Mémorial de la Shoah

([www.memorialdelashoah.org/index.php/fr]) Situé dans la rue Geoffroy l'Asnier à Paris dans le 4^e arrondissement (le Marais), il est ouvert au public depuis 2005. Son but est de préserver, transmettre et enseigner l'histoire de la Shoah. Dans Les Héritiers, les élèves participent à une visite guidée du Mémorial.

Travail de recherche: Consultez le site du Mémorial de la Shoah puis répondez aux questions. À quels types de documentation peut-on avoir accès au Mémorial de la Shoah? Quelles activités y sont disponibles? Explorez une activité spécifique et dites ce que vous avez découvert. À quelles expositions peut-on assister en ce moment?

2. Léon Blum

C'est le nom que porte le lycée de Créteil. On voit d'ailleurs sur le mur du lycée l'inscription de la célèbre citation de Blum: «J'ai souvent pensé que la moralité consiste en le courage de faire un choix».

Travail de recherche: Qui était Léon Blum? Quel rôle gouvernemental a-t-il joué en 1936-1938? Quelles réformes sociales a-t-il mises en place en 1936? Que lui est-il arrivé pendant la Seconde Guerre mondiale?

3. Simone Veil

Elle apparaît à plusieurs reprises dans des documentaires télévisés que regarde Mélanie, l'une des élèves du film. D'ailleurs, Simone Veil devient un exemple pour la lycéenne.

Travail de recherche: Quand et où Simone Veil est-elle née? Quels événements dramatiques ont marqué son adolescence? Quel poste occupe-t-elle de 1974 à 1979? Qu'est-ce que la «Loi Veil»? Quel poste occupe-t-elle de 1979 à 1982? Quel poste ministériel occupe-t-elle sous la présidence de François Mitterrand? De quelle institution française devient-elle membre en 2008?

4. Le maréchal Pétain

On voit le maréchal Pétain sur une affiche de propagande pendant la Seconde Guerre mondiale dans Les Héritiers.

Travail de recherche: Qui était Philippe Pétain? Quel rôle a-t-il joué pendant la Grande Guerre (1914-1918)? Quel rôle a-t-il joué pendant la Seconde Guerre mondiale? Que lui arrive-t-il en juillet 1945? Quand et où meurt-il?

5. L'école française

a. Le système scolaire français

Travail de recherche: Que savez-vous du système scolaire français? Consultez le site suivant [www.france.fr/etudier-en-france/le-systeme-scolaire-francais-de-la-maternelle-au-lycee.html] puis identifiez les différentes étapes scolaires. Combien d'années un élève passe-t-il à la maternelle? À l'école primaire? Au collège? Au lycée? Quand est-ce qu'un élève obtient son brevet? Son bac?

En France l'école est gratuite, laïque et obligatoire de 6 à 16 ans. Que signifie l'adjectif «laïque» et le nom «laïcité»? À votre avis, comment cette laïcité se traduit-elle dans le quotidien scolaire? Pour plus d'information sur la laïcité et la liberté de culte, consultez la page Web suivante: [www.france.fr/institutions-et-valeurs/laicite-et-liberte-de-culte.html].

b. Le Concours national de la Résistance et de la Déportation

Le concours national de la Résistance et de la déportation (CNRD) est ouvert aux collégiens de troisième et aux lycéens en France et dans les établissements scolaires français à l'étranger. Il vise à perpétuer chez les élèves la mémoire de la Résistance et de la déportation pour leur permettre de s'en inspirer et d'en tirer des leçons civiques dans leur vie d'aujourd'hui (description sur le site officiel: [www.education.gouv.fr/cid53745/le-concours-national-de-la-resistance-et-de-la-deportation.html]).

Quel était le sujet du concours en 2014-2015, et où a eu lieu la cérémonie de remise des prix?

PENDANT LE VISIONNEMENT DU FILM

I. Questions de compréhension: approche chronologique

Scène 1: l'école française laïque

Quelle est l'importance de cette scène? Que veut montrer la réalisatrice?

Scène 2: premier jour de classe

Qu'est-ce qu'on demande aux élèves d'enlever ou de cacher avant d'entrer dans le bâtiment? Quelle est votre opinion de la classe? Quel type de professeure est Mme Guéguen? Quels élèves sont particulièrement difficiles?

Scène 3: premiers devoirs

Comment sont les devoirs que Mme Guéguen rend à ses élèves? Comment les élèves réagissent-ils? Quelle est l'attitude de Mélanie envers sa professeure? Que pensez-vous de la réaction de Mme Guéguen?

Scène 4: leçon d'histoire/leçon de français

Comment Mme Guéguen provoque-t-elle l'intérêt/la réaction de ses élèves? Comment se passe le cours de français? Quelle est l'attitude de la professeure de français envers ses élèves?

Pourquoi Mélanie sort-elle de sa classe? De quelle manière s'exprime chaque professeure avec Malik? Remarquez-vous l'utilisation du vouvoiement ou du tutoiement? En quoi la visite de l'église est-elle une expérience pédagogique appropriée pour la classe?

Scène 5: Malik

Pourquoi Malik va-t-il chez Mme Lévy? Quelles scènes du quotidien voit-on? Décrivez la situation familiale de Malik.

Scène 6: Un projet/ le conseil de classe

Comment la classe se comporte-t-elle lorsque Mme Lemoucheux remplace Mme Guéguen? À son retour, que propose Mme Guéguen à sa classe? Comment réagissent-ils? Pourquoi Mélanie et Jamila se disputent-elles dans la cour de l'école? Quelles opinions les professeurs offrent-ils pendant le conseil de classe?

Scène 7: première réunion pour le concours

Comment se passe cette première réunion? De quoi discutent-ils? Comment Mme Guéguen veut-elle qu'ils travaillent?

Scène 8: agression de Jamila

Que reprochent les trois garçons à Jamila? Que nous révèle cette scène sur la violence contemporaine envers les filles/femmes? Avez-vous déjà vu ce même type de violence dans d'autres films?

Scène 9: deuxième réunion pour le concours

Que pense le proviseur de l'initiative pédagogique de Mme Guéguen? Qu'est-ce que William a préparé? Qu'en pense Mme Guéguen? Qu'est-ce qu'elle les encourage à faire?

Scène 10: Malik-Olivier (Brahim)

Que pensez-vous de cette brève discussion entre Malik, musulman depuis sa naissance et Olivier/Brahim, nouvellement converti à l'Islam? Quelle est l'attitude de chacun face à l'Islam? Comment interprétez-vous la nervosité d'Olivier?

Scène 11: troisième réunion pour le concours

Pourquoi William se plaint-il de Gabriel? Pourquoi Mme Guéguen se fâche-t-elle? Que reproche-t-elle à la classe? Qu'est-ce que Théo a découvert?

Scène 12: violence envers Mme Guéguen

De quoi Mme Guéguen est-elle témoin puis victime? Comparez cette scène à la scène 8.

Scène 13: visite au Mémorial de la Shoah

Quels documents visuels les élèves découvrent-ils? Que remarquez-vous à propos de leur comportement?

Scène 14: Mélanie

Décrivez le milieu familial de Mélanie. Que commence-t-elle à lire? Pourquoi?

Scène 15: quatrième réunion pour le concours

Que présente Jamila à la classe? Et Rudy? Pourquoi Mme Guéguen s'énerve-t-elle? Qui arrête le

concours?

Scène 16: témoignage de Léon Zyguel

À quel âge Léon a-t-il été déporté? Où a été envoyée sa sœur? Quelles sont les réactions de la classe en écoutant Léon? À quoi Léon s'est-t-il raccroché pour survivre? Quel combat mène-t-il aujourd'hui?

Scène 17: cinquième réunion pour le concours

Qu'est-ce qui a changé? Comment les élèves se comportent-ils? Quelle idée Malik présente-t-il?

Scène 18: Malik

Décrivez les changements que vous voyez chez Malik. Quel acte bienveillant a-t-il envers Mme Lévy?

Scène 19: visite de Bruxelles

Qu'est-ce que la classe achète pour Mme Guéguen? Quelle atmosphère règne au sein du groupe?

Scène 20: la cérémonie du concours

Quels éléments cinématographiques rendent cette scène émouvante?

Scène 21: nouvelle rentrée scolaire

À quelle autre scène celle-ci fait-elle écho? Pourquoi la réalisatrice a-t-elle choisi de conclure son film par cette scène?

II. Les citations. Lisez chaque phrase ci-dessous et indiquez qui l'a dite, à qui, et expliquez-en l'importance.

Mme Guéguen	Malik	
Prof. de français		Max
Léon Zyguel		Yvette Thomas
Mélanie		Théo
Jamila		le proviseur

1. «L'Histoire, il ne faut pas l'apprendre. Il faut la comprendre.»
2. «Moi, j'ai envie d'apprendre des choses.»
3. «Vingt-neuf communautés vivent en harmonie dans cet établissement.»
4. «C'est drôle mais moi j'ai plus confiance en vous que vous n'avez confiance en vous-mêmes.»
5. «De toute façon, vous n'y arriverez pas. Vous ne l'aurez pas ce bac.»
6. «Peut-être qu'on en est pas capables. Pas capables de parler de sujets comme ça.»
7. «Ce qui est important, c'est le combat permanent contre le racisme.»
8. «Il y a un monde de l'autre côté du périph et vous y avez votre place.»
9. «Ils auraient pu être sauvés, Madame, les enfants. Les Allemands n'en voulaient pas du tout. Pas en dessous de 16 ans.»
10. «Je suis très fière de vous.»
11. «Je m'en fous de tes règles.»
12. «Regarde comment t'es bien intégré. Il est 8h du matin. Tu vas au lycée en djellaba.»

APRES LE VISIONNEMENT DU FILM

I. Le titre du film. Quelle signification donnez-vous à ce titre? Comment interprétez-vous la différence entre le titre français (Les Héritiers) et anglais (Once in a Lifetime)? Lequel préférez-vous? Pourquoi? Pourriez-vous proposer un autre titre?

II. Analyse des personnages. Donnez les informations importantes sur les personnages suivants:

Traits de caractère aspirations, souhaits

Mme Guéguen

Malik

Mélanie

Yvette Thomas

Max

Le proviseur

Olivier/Brahim

IV. Analyses thématiques et discussions

La religion

Comment la religion est-elle directement/indirectement au coeur du film? Comment est-elle vue/traitée par les différents personnages du film: Mme Guéguen, Malik, Nadia (la jeune fille voilée au début du film), Olivier, Camélia, Léon Zyguel?

La représentation de l'enseignant

Comparez les quatre professeurs du film: Mme Guéguen, Mme Lemoucheux (sa remplaçante), la professeure de français et le professeur de mathématiques. Quelles sont les similarités et différences que vous voyez? Comment les élèves se comportent-ils avec chacun d'entre eux? L'échec scolaire est-il la responsabilité de l'enseignant, de l'élève, de l'institution scolaire?

Le devoir de mémoire

Pourquoi est-il important de se souvenir des crimes du passé? Que doit-on apprendre du passé? Est-ce le rôle de l'École d'enseigner la tolérance? Le racisme d'hier est-il le même que celui d'aujourd'hui? Comment peut-on le combattre?

École française/école américaine

D'après ce que vous avez appris sur le système scolaire français et ce que vous avez vu dans le film, quelles sont quelques différences culturelles entre l'école française et l'école américaine? Quels aspects de l'école française aimez-vous/n'aimez-vous pas? Quels aspects de l'école américaine souhaiteriez-vous changer?

IV. Activités orales:

Sketch: (en groupe de 2 ou 3) Les étudiants devront préparer un sujet spécifique, pratiquer leur sketch dans leur groupe puis le jouer devant la classe.

1. Choisissez une scène du film et jouez-la en créant vos propres dialogues.
2. Les élèves de la classe se réunissent cinq ans plus tard.

Ils discutent leur année en seconde, l'importance de Mme Guéguen et leur expérience avec le Concours.

Exposés:

1. Un enfant ou adolescent dans le système concentrationnaire nazi. En petits groupes, faites des recherches sur un enfant ou adolescent de la Shoah comme Simone Veil ou Léon Zyguel puis présentez vos recherches à la classe.
2. Mon éducation. Préparez un power point ou prezzzi dans lequel vous allez parler du rôle de l'école dans l'acquisition de vos connaissances. Qu'est-ce que l'école et vos professeurs vous ont transmis? Y a-t-il un/e professeur/e qui a eu une grande influence sur votre réussite scolaire? Expliquez. L'école est-elle le seul moyen d'acquérir des connaissances?

V. Travaux écrits

1. Une critique de film. On vous demande d'écrire une critique sur le film Les Héritiers. Évaluez ce qui vous a plu, déplu et expliquez pourquoi. Parlez des scènes qui vous ont le plus marqué(e) et des réactions qu'elles ont suscitées chez vous.

2. Une lettre à Mme Guéguen. Imaginez que vous êtes Malik ou Mélanie. Dix ans ont passé, vous avez maintenant 25ans mais vous vous souvenez très bien de votre année de seconde au lycée Léon Blum. Vous écrivez une lettre à Mme Guéguen pour lui raconter votre vie professionnelle et personnelle.

VI. Exploitation de documents authentiques

A. Serment de Buchenwald

Dans Les Héritiers, Léon Zyguel lit ce serment à la classe lors de sa visite. Plus tard, Mélanie le lit lors de la cérémonie du Concours national de la Résistance et de la Déportation.

Le serment de Buchenwald a été prononcé sur la place d'appel du camp de Buchenwald le 19 avril 1945, une semaine après la libération du camp.

Nous, les détenus de Buchenwald, nous sommes venus aujourd'hui pour honorer les 51 000 prisonniers assassinés à Buchenwald et dans les Kommandos extérieurs par les brutes nazies et leurs complices. 51 000 des nôtres ont été fusillés, pendus, écrasés, frappés à mort, étouffés, noyés, empoisonnés et tués par piqûres. 51 000 pères, frères, fils sont morts d'une mort pleine de souffrances, parce qu'ils ont lutté contre le régime des assassins fascistes. 51 000 mères, épouses et des centaines de milliers d'enfants accusent. Nous, qui sommes restés en vie et qui sommes des témoins de la brutalité nazie, avons gardé avec une rage impuissante la mort de nos camarades. Si quelque chose nous a aidés à survivre, c'était l'idée que le jour de la justice arriverait.

AUJOURD'HUI NOUS SOMMES LIBRES

Nous remercions les armées alliées, les Américains, les Anglais, les Soviétiques, et toutes les armées de libération qui luttent pour la paix et la vie du monde entier. Nous rendons hommage au grand ami des antifascistes de tous les pays, à l'organisateur et initiateur de la lutte pour un monde nouveau, que F.D. Roosevelt. Honneur à son souvenir. Nous; ceux de Buchenwald, Russes, Français, Polonais, Tchécoslovaques et Allemands, Espagnols, Italiens et Autrichiens, Belges et Hollandais, Luxembourgeois, Roumains, Yougoslaves et Hongrois, nous avons lutté en commun contre les SS, contre les criminels nazis, pour notre libération. Une pensée nous anime

NOTRE CAUSE EST JUSTE, LA VICTOIRE SERA NOTRE.

Nous avons mené en beaucoup de langues la même lutte dure et impitoyable. Cette lutte exigeait beaucoup de victimes et elle n'est pas encore terminée. Les drapeaux flottent encore et les assassins de nos camarades sont encore en vie. Nos tortionnaires sadiques sont encore en liberté. C'est pour ça que nous jurons, sur ces lieux de crimes fascistes, devant le monde entier, que nous abandonnerons seulement la lutte quand le dernier des responsables sera condamné devant le tribunal de toutes les nations: L'écrasement définitif du nazisme est notre tâche.

NOTRE IDEAL EST LA CONSTRUCTION D'UN MONDE NOUVEAU DANS LA PAIX ET LA LIBERTE.

Nous le devons à nos camarades tués et à leurs familles. Levez vos mains et jurez pour démontrer que vous êtes prêts à la lutte.

1. Questions de compréhension
 - a. À quoi les Nazis sont-ils comparés?
 - b. Quelles morts ont connu les prisonniers de Buchenwald?
 - c. Pourquoi le chiffre «51 000» est-il répété quatre fois dans le premier paragraphe?
 - d. Qu'est-ce qui a motivé les prisonniers à survivre?
 - e. Pourquoi trois phrases apparaissent-elles en majuscule? Pourquoi seuls les temps du présent et du futur y sont-ils utilisés?
 - f. Envers qui les prisonniers sont-ils reconnaissants? De quelles nationalités sont les prisonniers? Par quoi sont-ils unis?
 - g. Quel combat ont-ils décidé de mener?
2. Questions de réflexion
 - a. Comment Léon Zyguel (décédé en janvier 2015) a-t-il tenu ce serment?
 - b. Connaissez-vous d'autres serments historiques? Expliquez leur importance.
 - c. Avez-vous déjà prêté serment? Expliquez.

- B. Nés sous la même étoile (IAM, 1998)
Vidéo officielle: [www.dailymotion.com/video/xbput_iam-nes-sous-la-meme-etoile_music]
Vidéo avec paroles: [www.youtube.com/watch?v=QtaOzRUB5Mk]
{Refrain: 2x}

La vie est belle, le destin s'en écarte.
Personne ne joue avec les mêmes cartes.
Le berceau lève le voile, multiples sont les routes qu'il dévoile.

Tant pis, on est pas nés sous la même étoile.

Pourquoi fortune et infortune, pourquoi suis-je né
Les poches vides, pourquoi les siennes sont-elles pleines de tunes?

Pourquoi j'ai vu mon père en cyclo partir travailler
Juste avant le sien en trois pièces gris et BMW?

La monnaie est une belle femme qui n'épouse pas les pauvres

Sinon pourquoi suis-je là, tout seul marié sans dot?

Pourquoi pour lui c'est crèche et vacances?

Pour moi c'est stade de foot sans cage, sans filet,
Sans même une ligne blanche.

Certains naissent dans les choux et d'autres dans la merde.

Pourquoi ça pue autour de moi, quoi, tu me cherches?

Pourquoi chez lui c'est des Noël ensoleillés?

Pourquoi chez moi le rêve est évincé par une réalité glacée?

Lui a droit à des études poussées.

Pourquoi j'ai pas assez d'argent pour m'acheter
Leurs livres et leurs cahiers?

Pourquoi j'ai dû stopper les cours?

Pourquoi lui n'avait de frère à nourrir, pourquoi j'ai
dealé chaque jour?

Pourquoi quand moi je plonge, lui passe sa thèse?

Pourquoi les cages d'acier, les cages dorées agissent à leur aise?

Son astre brillait plus que le mien sous la grande toile.

Pourquoi ne suis-je pas né sous la même étoile?

{Refrain, 2x}

Comme Issa, pourquoi ne suis-je pas né sous la bonne étoile?

Veillant sur moi? Couloir plein de toiles, crachats,
Tchatte à deux francs, courbettes des tapettes
devant,

Supporter de grandir dans un franc, c'est trop décevant.

Simplement en culotte courte,

Ne pas faire la pelle mécanique plate avec des pots de yaourt.

C'est pas grave, je n'en veux à personne et si mon heure sonne

Je m'en irais comme je suis venu.

Adolescent incandescent chiant à tour de bras sur le fruit défendu,
 Innocents, témoins de types abattus dans la rue.
 C'est une enfance? Une pourriture, ouais.
 Je ne draguais pas mais virais des tartes aux petites avec les couettes.

Pâle de peur devant mon père, ma sœur portait le voile.
 Je revois, à l'école les gosses qui la croisent se poilent.
 C'est rien Léa, si on était moins scrupuleux,
 Un peu de jeu du feu on serait comme eux.

Mais j'ai pleuré pour avoir un job, comme un crevard sans boire,
 Les "Je t'aime" à mes parents seul dans mon lit le soir.
 Chacun son boulet, sans ambition la vie c'est trop long,
 Écrire des poèmes, pisser violent dans un violon.

Tu te fixes sur un wagon, c'est la locomotive que tu manques.
 C'est pas la couleur, c'est le compte en banque.
 J'exprime mon avis, même si tout le monde s'en fiche.
 Je ne serais pas comme ça si j'avais vu la vie riche.
 {Refrain, 2}

1. Questions de compréhension
 - a. Quel est le thème de cette chanson? Expliquez son titre.
 - b. Dans les trois premiers paragraphes, comment la différence de niveau social est-elle montrée?
 - c. Pourquoi l'élève se retrouve-t-il en échec scolaire? (paragraphe 4)
 - d. À quoi Issa-t-il accès? (paragraphe 6)
 - e. Quel type d'enfance le narrateur a-t-il eue? (paragraphe 7 et 8)
 - f. Quelle réalité paternaliste le narrateur évoque-t-il dans le paragraphe 9? Pourquoi le port du voile pose-t-il problème à l'école?
 - g. Que lui manque-t-il pour avoir un travail? À quoi attribue-t-il sa vision négative de la vie? (paragraphe 10 et 11)
2. Pour aller plus loin
 - a. Faites des recherches sur le groupe IAM. Qui en fait partie? Quelles sont leurs origines culturelles? De quels thèmes parlent leurs chansons?
 - b. Aimez-vous le rap? Pourquoi? Quels rappeurs américains connaissez-vous? Leurs chansons sont-elles similaires ou différentes aux chansons de IAM?
 - c. Pensez-vous que l'argent et la condition sociale influencent la réussite sociale d'un individu? La naissance détermine-t-elle le devenir d'un individu? L'école impacte-t-elle la réussite professionnelle d'un individu? Justifiez votre argument avec des exemples précis.

Ressources

Dossiers pédagogiques du film:

[www.ugcdistribution.fr/lesheritiers-enseignants]
 [www.grignoux.be/films/3752-les-heritiers]

Critiques du film:

[www.avoir-alire.com/les-heritiers-la-critique-du-film]
 [www.lefigaro.fr/vox/societe/2014/12/08/31003-20141208ARTFIG00399--les-heritiers-comment-faire-aimer-une-france-qui-ne-s-aime-pas.php]
 [www.lemonde.fr/cinema/article/2014/12/02/les-heritiers-ariane-ascaride-dans-la-peau-d-un-prof_4532486_3476.htm]
 [aggiornamento.hypotheses.org/2474]
 [www.premiere.fr/film/Les-Heritiers-3787652]
 [www.hollywoodreporter.com/review/once-a-lifetime-les-heritiers-753985]
 [www.lemonde.fr/culture/video/2014/12/03/les-heritiers-un-film-optimiste-mais-trop-tire-larmes_4533480_3246.html]
 [www.francetvinfo.fr/culture/cinema/video-les-heritiers-un-film-émouvant_762735.html]
 [www.lindependant.fr/2014/12/05/cinema-les-heritiers-film-plein-d-espoir-pour-l-avenir,1964259.php]

AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. 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 pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2016 membership will be free. The requirements are:

- the two 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 two new forms;
- if the current member has already paid 2016 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, 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!

LA JOURNÉE INTENSIVE EN FRANÇAIS 2015

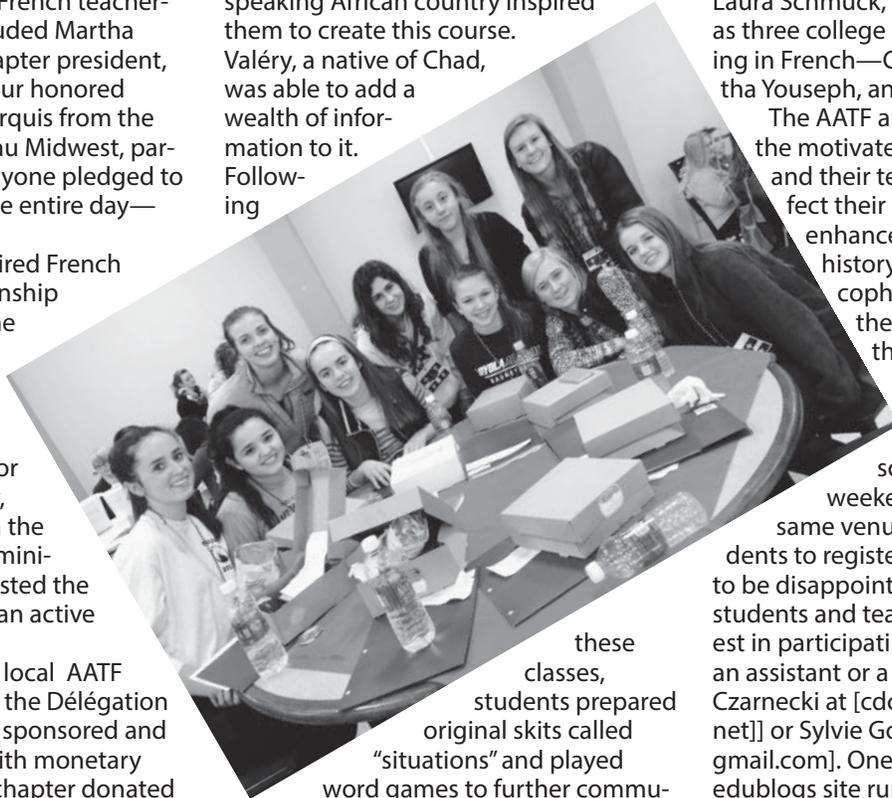
On March 7, 2015 126 persons from 26 area schools participated in the seventh annual Journée Intensive en Français, our Chicago/Northern Illinois AATF Chapter's all-day French immersion program uniquely for high school students. 95 high school students, 8 French teacher-participants, which included Martha Behlow ☘, our AATF chapter president, 22 staff members, and our honored guest, Monsieur Eric Marquis from the Délégation du Québec au Midwest, participated this year. Everyone pledged to speak only French for the entire day—from 7:45 a.m. to 4 p.m.

Donna Czarnecki, retired French teacher from Lyons Township High School, directed the program and was assisted by Sylvie Goutas, French professor at Wheaton College. Beth Landers, French professor at Dominican University, was the liaison between the immersion staff and Dominican University which hosted the event. Beth also played an active part in the day.

The national and our local AATF organizations, as well as the Délégation du Québec au Midwest, sponsored and supported our efforts with monetary grants. In addition, the chapter donated prizes for everyone who upheld the pledge. The French Cultural Service in Chicago supplied prizes that were given out at the Distribution des Prix at the end of the day. One student from each of the four groups, one teacher participant, one staff member, and several schools, Loyola Academy, Rochelle Township High School, and Geneva High School, which have sent the maximum number of students for several years and whose teachers have worked as assistants and staff members for La Journée Intensive, were all awarded the French Cultural Service prizes.

After checking in, participants passed through customs, ate a French breakfast of chocolat chaud et croissants, and played lively board games. Students were divided into four groups. All four groups attended a class which dealt directly with French-speaking Québec, either Vive le hockey! Contes du Québec, led by Rebecca Léal, or Venez au Carnaval à Québec, taught by Eileen Walvoord. In addition, the groups were assigned to either La Semaine du goût, presented by Jane Castle, or Découvrons le Cameroun!, presented

by Kathy Kendrigan, her daughter, Caitlin, and Caitlin's husband, Valéry. Both Cathy and Caitlin had received a Fulbright Group Projects Abroad Scholarship to study in Cameroun during the summer of 2009. Their experiences in this French-speaking African country inspired them to create this course. Valéry, a native of Chad, was able to add a wealth of information to it. Following



these classes, students prepared original skits called "situations" and played word games to further communication in French.

All of these classes and activities helped the participants attain the program's and the students' personal goals of furthering their competence in the French language and of enhancing their knowledge of French-speaking cultures.

The day ended with a songfest of a variety of French folk and popular songs led by the assistants, and Breton and Haitian folk dances as well as a contemporary French line dance, presented by Donna Czarnecki and Pat Olderr. These were followed by the highlight of the day, a Chasse au Trésor, created by Beth Landers and held throughout the Dominican Priory campus. Groups of students had to understand and follow French clues to find the various stations and then either answer cultural questions or carry out a variety of activities successfully before moving on to a new station. French t-shirts were awarded to all the members of the first two groups that completed the Chasse au Trésor.

The AATF chapter thanks the staff members mentioned above as well as the following assistants who actively

participated before, during and after the immersion to make La Journée Intensive an outstanding event: Christina Anderson, Cynthia Benson, Iona Bermon, Julia diLiberti, Judy Fields, Liz Martinez, Lynn Robinson, Tom Sapp, Stephanie Saul, Laura Schmuck, and Jodie Sloan, as well as three college students who are majoring in French—Carolina Talavera, Samantha Youseph, and Amanda Wall.

The AATF applauds the efforts of the motivated young participants and their teachers as they perfect their speaking competence, enhance their knowledge of history and culture of the Francophone world, and promote the continued learning of the French language.

We are already planning our next immersion. It is tentatively scheduled for the first weekend in March 2016 at the same venue. We encourage students to register early next fall so as not to be disappointed. For information for students and teachers or to express interest in participating in the immersion as an assistant or a teacher, contact Donna Czarnecki at [cdczarnecki@sbcglobal.net] or Sylvie Goutas at [sylviegoutas@gmail.com]. One can also consult our edublogs site run by Marnie Goodfriend: [www.aatfjournéintensive.edublogs.org] for more information as well as pictures of previous immersions.

We are grateful for the grants that we have received to put on this immersion day. We couldn't have done it without the support of AATF National Headquarters, the Chicago/Northern Illinois AATF Chapter, the Délégation du Québec au Midwest, and the French Cultural Service in Chicago.

Donna Czarnecki
Director, La Journée Intensive
[cdczarnecki@sbcglobal.net]

IT'S DELICIOUS!

Visit the AATF Delicious bookmark site at [Delicious.com/aatfrench]. The site contains 120+ links for French teachers and learners. The links are categorized by themes, including technology, lesson ideas, Francophone culture, and professional issues.

AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

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

Nominating AATF Member's Name: _____

Member's Address: _____

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

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

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

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

2. He/she has maintained an "A" average in French and at least a "B" average overall. _____ Yes _____ No

3. He/she is a graduating senior. _____ Yes _____ No

4. He/she is a non-native speaker of French. _____ Yes _____ No

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

_____ study abroad _____ Grand Concours _____ French Club _____ Officer

_____ National French Week _____ Société honoraire _____ SHF Officer _____ Pi Delta Phi

Other _____

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

Member's Signature: _____

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

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

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

Amount enclosed: _____

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

This form can be mailed or faxed to: AATF Awards, 302 N. Granite St., Marion, IL 62959; Fax: 815-310-5754. Purchase orders accepted. Address inquiries to [sra@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # _____ Exp. _____ Sec. Code _____

BENEFITS OF SCHOOL GARDENING

In our country, we have a great majority of children and adults who are greatly disconnected from nature. There was even a term coined by Richard Louv, author of *Last Child in the Woods* (suggested reading), which associates "Nature Deficit Disorder" with much of what we see in schools through the growth in behavior and attention issues. I was not at all familiar with this idea when I first chose to expose my students to school gardening. I was trying to find a way to feed hungry kids.

We have all heard that one in five children in America know what hunger really is. It was not until I went to work in an elementary school after seven years of teaching high school that I was a witness to that statement. Part of my orientation to the new environment included the Assistant Principal telling me that she kept snacks in her office for kids who came late and had not had breakfast. She even told me that she would send a few snacks home with certain children over the weekend. I was shocked. They were so young, so innocent, and I had

lend a hand in the building of the garden beds. That gardener has stayed around, supporting the efforts of the garden. Together, we have been able to keep up this garden which has given away over 200 pounds of fresh food in its first two years of operation.

This summer I was awarded the Seed Change Grant (\$5000) to improve the state of our garden and acquire a larger greenhouse; our smaller greenhouse will be used by the school's Pre-K program beginning this fall so that we can show even more kids where their food comes from and how to be responsible and care for living things. I will start sharing resources on my newly developed wiki this year. It is currently under development, so please do not judge its present state as all it will have to offer; I will be sharing and invite you to share your created resources (credit will be given to contributing teacher authors). The wiki can be found at [tialebrun.wikispaces.com]. I have started this site to help spread the word on the value of language immersion and school gardening.

I have seen students develop into the keenest observers of the world around them through this project. They begin to look at the world differently. They even eat more vegetables... willingly. Parents have thanked me for teaching their children this way. Students have come to talk with me about the garden who have advanced to third grade. This learning experience is tremendously meaningful. My students learn to discuss openly about families not having enough food, ways to help in their community with various issues, and about conservation and recycling efforts. Nutrition and self-care are also embedded in this engaging learning experience.

Community organizations and local businesses have provided much more toward the expansion of this project due to my incessant self-promotion. Never be afraid to toot your own horn on local television, in the local paper, or local radio. Once people learn of the innovative, engaging projects your class is doing, they will contact you to help support those projects! I have received a free tool

Advertise your worthwhile endeavors and even the smallest prizes/awards/recognitions you get.

forgotten how hard it was growing up in poverty. My childhood memories of financial difficulty and the students' present struggles awaked a desire to make change. I brainstormed ways that I could provide food for students without draining my own bank account. I had gotten a few grants for classroom resources and decided to dig deeper into funding that was available.

The Lowe's Toolbox for Education Grant was where I found my answer. I read sample projects and discovered a school had received money for a butterfly garden. If they could get money to grow food for bugs, I could get money to grow food for kids! I told my administrators about my idea, and they approved it. Together, we chose the location on the school grounds to plant my classroom garden. I crafted my grant to reflect the rich, hands-on learning experience that my students would benefit from. It would be our year-long science project while also being a service learning project unique to our school district. That successful grant provided \$2000 to get started. That first year, I happened to speak to someone from the Partnership for a Healthier Southwest Louisiana, and they sent a professional gardener to

My whole curriculum has been transformed by the gardening project. We study outside as much as possible, weather permitting, and my language, math, and social studies units have all been associated with nature. For example, my first unit of the year revolves around "Le Petit Chaperon Rouge," and we learn about the forest biome and how it differs from our urban setting. We learn about the life cycle of a wolf and compare that to the life cycles of bugs and plants that we see live in the classroom. We compost to study decomposition; we read the Doreen Cronin books while we hatch ladybugs and tend a worm farm. We estimate the number of seeds in our plants. We study weather and pollination while we read Clément Aplat and plan to send our own versions of Flat Stanley out into the world. You can relate anything to a garden. Cycles of life and history and events are all around us. Take advantage of this rich resource! I would encourage any teacher to incorporate gardening into their school offerings. The garden and outdoor classroom I initiated are available for use to all teachers in my school. This year, I will focus on promoting its use, as not many have taken advantage of its bounty.

shed and many, many more supplies. Advertise your worthwhile endeavors and even the smallest prizes/awards/recognitions you get. It pays to self-promote. You can bring an awareness about language programs, expand them, increase your enrollment, etc. For questions, please e-mail me at [tialebrun@gmail.com]. For lesson planning and teacher resources, please visit the wiki every now and then.

Tia Lebrun
Henry Heights Elementary School (LA)
[tialebrun@gmail.com]

NEW AATF HEADQUARTERS CONTACT INFORMATION

Our new address is
302 North Granite Street
Marion, IL 62959-2346
Phone: 815-310-0490
Fax: 815-310-5754
Mail that is sent to the Southern Illinois University address will still be forwarded through the end of the year, and the P.O. Box will be active through all of 2015.

BUSINESS FRENCH CLASS

In general, French as a choice for language study in north Texas is suffering. Some middle school French programs in independent schools have closed, and the number of students enrolled in high schools has declined. However, The Hockaday School still boasts a robust French program. One of the reasons for the continued interest in French at Hockaday is its class offerings. Once students complete the AP French course, they sign up with great enthusiasm for Business French. If replicated, this course could help reinvigorate French programs in other schools.

Français des Affaires is appealing on many levels. First, it offers a visible and practical area of application for learning French. Students are equipped with the expressions and vocabulary as well as the cultural know-how to participate successfully in various business situations. Secondly, students take a test at the end of the course, administered by the Chambre de Commerce et d'Industrie de Paris. The tests are sent to Paris for evaluation, and students receive a certificate officially recognizing their success

Once students complete the AP French course, they sign up with great enthusiasm for Business French.

on the exam and their competence in Professional French. Thirdly, in the article, "Translating into High-Dollar Jobs" by Patrick Gillespie (Dallas Morning News, August 31, 2014), translating is a profitable and growing industry and one in which a specific vocabulary and cultural appreciation are essential. Students can see the potential for their language acumen and are attracted by courses that offer such purposeful learning.

The Business French course at Hockaday has as its objective to prepare students for the Diplôme de Français professionnel B1, designed for students whose native language is not French. It includes sections to test students' written and oral comprehension skills as well as their written and oral expression. Thus, students must be able to read, write, and speak. They must be able to understand and use the correct expressions and vocabulary in the proper context. These contexts are varied and include the office, restaurants, and hotels. Students learn the vocabulary to make travel arrangements. Over the course of a full school year, students recognize cultural differences and commonalities. They hone professional writing and translation skills and are exposed

to résumés and cover letters as well as phone etiquette. A link to the exam is included here so that interested teachers can see sample exercises and prompts [www.francais.cci-paris-idf.fr/dfp-b1/].

I recently had the pleasure of observing my colleague, Catherine Berryman, as she taught a Business French class. Students purchase the texts, Communication Progressive du Français des Affaires (Jean-Luc Penfornis, CLE), Vocabulaire Progressif du Français des Affaires (Jean-Luc Penfornis, CLE), and Français.com – Cahier d'exercices (Jean-Luc Penfornis, CLE), and Catherine supplements with material she has collected over the years. In the class that I observed, students had studied some vocabulary for professional telephone conversations the night before. The vocabulary included very useful expressions such as "She is busy; can I take a message?" and "I would like to cancel/reschedule the meeting." Class activities included using the new vocabulary in dialogues with a partner, listening to phone conversations and filling in the missing expressions, and summarizing the gist of the conversation to simulate

taking a message. Students then moved on to writing down the spelling of the names they heard as well as how to ask someone to spell his name. This activity was repeated with telephone numbers. For homework, students received a new vocabulary list. This list focused on modern technology. Students were very engaged and enthusiastic as the material was somewhat recycled from or studied in past years; however, they were using it in different and meaningful ways.

That, in a nutshell, is the essence of teaching and learning, especially of teaching and learning in the 21st century. Students need a purposeful way to use the material they learn. When studying a second language, students can look up a word with the touch of a button but will only commit it to memory if they apply it in a meaningful way. Teachers see the practicality of a second language easily, but courses like Français des Affaires help students to see its practicality, too. And seeing French as a practical, useful tool is a way to attract and retain students in a school's French program.

Mollie Monaco
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mmonaco@hockaday.org

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following 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 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 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.

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. Contributions are tax deductible.

SEE YOU IN
AUSTIN!

July 3-6, 2016

FOREIGN LANGUAGE FESTIVAL, A GREAT INCENTIVE FOR STUDENTS

This year, Lenoir Rhyne University (LRU, NC) hosted its 40th anniversary of the annual Foreign Language Festival for high school students. According to Gabriele Weinberger, Professor and Chair of German Studies, and French and German professor at the university, she remembers her first experience with this festival in 1989, when there were close to 1200 students participating in events in four foreign languages: French, Spanish, German, and Latin. Currently, there are only three languages, with Latin out of the picture. This year, the festival organizers had decided to eliminate the German competition altogether, since there had been so few schools participating recently, but as soon as the word got out, they received so many e-mails from teachers pleading for them to keep it, that they decided to include it again and are very pleased they did.

Since my school has been participating for the last six years, I can attest to the fact that it is an enjoyable, exciting, competitive, and rewarding experience for the students. The festival offers the following categories for competition: poetry I, poetry II, extemporaneous speaking, group song, group skit, and cultural trivia. Back when we first started coming, one event available that they no longer offer was three-dimensional art, depicting different languages and cultures. For the poetry events, the organizers select two poems at the lower and upper levels and post them on the festival link for teachers to download. Students must memorize the poem and present it in a dramatic way. This year's poem for Poetry I was "Mémoire," by Pierre Reverdy, and for Poetry II it was "L'Invention" by Paul Éluard. For extemporaneous speaking, students are given a choice of two situational questions, and they have two minutes to prepare what they are going to say. The group song requires a unified costume or t-shirt, a memorized song, and no lengthy solos. The group skit entails no longer than a 10 minute skit on stage, with lines memorized, costumes, and easy portable props that schools provide themselves. Cultural trivia is the only competition which is not held in the target language, but students are expected to know the cultural trivia pertinent to that country. Points are awarded to students who answer the most questions correctly.

The Foreign Language Festival is always held on a Wednesday in mid-April. Events begin at 9 am as the buses drop

off participants, and teachers frantically rush them to the main building where most of the events are conducted. There, chaos in the halls prevails! Students are decked out in costumes, holding props, and pacing back and forth practicing their lines. Teachers guide their students to the correct classrooms for competition, while regular college students try to avoid the commotion, as classes are interrupted by noisy but excited high schoolers that day. As their individual competitions end, students head to lunch in the cafeteria where their choice of food far surpasses what they are used to eating at their high schools. Students enjoy this long, leisurely meal together while they wait for their peers to return from their events. At 12:30, many schools decide to re-enact their skit or song in the big auditorium. There is no pressure since they have already been judged, and it allows students of other target languages to view what these schools have prepared. This helps to fill the time until all the schools file in for the awards ceremony at 1 p.m.

This is the part of the day when students (and teachers) are most excited, anticipating who will win what place for each competition. The president of the university usually welcomes everyone to campus and applauds their efforts in keeping the study of foreign language alive. Then the awards are presented. The school offers trophies to first, second, and third place winners. They do not have prizes for honorable mention, but the announcer recognizes them verbally. As the names are called, the winners jump out of their seats to the cheers of their classmates and rush toward the stage to receive their award. School spirit runs rampant as winners are announced, and everyone claps for each other. It is both a happy and nerve-wracking time, sometimes disappointing if students have worked really hard, but they learn to accept defeat with dignity. The ceremony usually ends by 2 p.m., when students head back to the buses to return to school.

Personally, my students look forward to this every year, and I have one student who has now attended all four years in the cultural trivia category. His perseverance paid off, and he finally won first place his senior year. He was thrilled! We usually begin preparing for competition at the start of February and practice during our one hour lunch period several times during the week. Sometimes teachers bring their whole class to do a song.

However, I let my students choose to go, since I don't want anyone there who isn't going to take it seriously. This year I had to have a quiz-off to narrow it down from seven people to three people for the cultural trivia. In the past, our school has performed songs like the traditional lullaby made famous by Céline Dion, "La Biche, le Loup et le Chevalier," "Je Veux" by Zaz, "Elle me dit" by Mika, "Nous Sommes le Monde" with words I translated; a jazzed up version of "Alouette," and this year they sang "Libérée, Délivrée" from the movie Frozen. For skits, we have performed "Cendrillon" and "Le Petit Pain d'Épices." Each year we try to get more involvement and enter more competitions. We don't have as many participate from the Spanish classes, even though we always open it up for everyone. However, the Spanish events are the most populated, so competition is fierce.

So, grandes félicitations go out to LRU as they have continued to give high school students a chance to shine. We all know athletes get a lot of glory when they compete at the high school level, and it's good that other clubs are getting to do so as well. So why not foreign languages? Students strong in world languages learn that their subject matters, too. Plus, it's a great way to challenge the high fliers who yearn to go above and beyond. They learn teamwork, commitment, and the benefits of hard work. What better way to show off and have fun doing it, than at a foreign language festival such as this one?

Bonnie Estes
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[bestes@iss.k12.nc.us]

BOURSES D'ÉTÉ POUR 2016

L'American Society of French Academic Palms (ASFAP) décerne deux bourses d'été par an à des étudiants qui apprennent le français aux niveaux secondaire et supérieur. Les bourses pour 2016, que notre société subventionne, grâce à la générosité des membres, montent à \$4000 chacune. Les critères et les formulaires de demande se trouvent actuellement sur le site Web d'ASFAP [www.frenchacademicpalms.org]. La date limite pour la remise des dossiers est le 15 janvier 2016. Nous vous encourageons de nommer vos élèves. Pour tout renseignement supplémentaire, veuillez vous adresser à Joyce Beckwith [MmeJoyB@aol.com].

2016 ISE "LANGUAGE MATTERS" AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Austin, Texas in July 2016. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣(OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣ (KY) in 2008, Beth Pierce ♣ (MS) in 2009, Megan Iranpour ♣(KY) in 2010, Dawn Young (NC) in 2011, Kadidia Doumbia (GA) in 2012, Sarah Sexton (CO-WY) in 2013, Tripp DiNicola ♣ (VA) in 2014, and Abbe Guillet (NY) in 2015 (see page 00).

Tanya Gajewski, former Director of Education at ISE, said: "ISE is committed to recognizing outstanding educators who inspire their students to speak French inside and outside the classroom. ISE is honored to provide this recognition in support of the creative and dedicated French language high school teachers who have made it their life's work to provide the most meaningful and effective language immersion experiences for their students. This award is a reflection of our commitment to nonprofit educational travel organization 'where language matters.'"

AWARD: The ISE Language Matters award will consist of a framed award certificate accompanied by a cash award funded by ISE.

ELIGIBILITY CRITERIA: The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

DOSSIER: The following items, which should not be bound or stapled, constitute the nominee's dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee's CV (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail address of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to

promote and improve students' speaking abilities in French, students' achievements, and student exchange/travel experiences, as well as other immersion experiences outside the classroom.

Deadlines: The nominee's dossier must be received by February 1, 2016. It should be sent electronically in .pdf or Word format to [abrate@siu.edu]. The recipient of the award will be notified by April 1, 2016. The award will be presented during the AATF Convention in Austin, TX, July 3-6, 2016. Questions about this award should be directed to [abrate@frenchteachers.org]. For more information in ISE visit [www.isemn.net].



Check out all our Commissions and their various projects at:

www.frenchteachers.org/hq/commissions.html

NEW MIDDLE SCHOOL HONOR SOCIETY

The AATF and the Société Honoraire de Français (SHF) are pleased to announce the formation of a new honor society for middle and elementary school students. Full details can be found on the Honor Society Web page at [www.frenchteachers.org/jaf].

The new society, called Jeunes Amis du Français (JAF), was approved by vote of the SHF sponsors. The Jeunes Amis du Français will function similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the diversity of middle school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.

The sponsoring teacher must be a current AATF member.

There is a per student induction fee. Each student will receive a certificate attesting to his or her membership. Additional materials will be available for purchase.

Membership in the JAF does not imply membership in the SHF nor give the student the right to SHF materials.

HAVE YOU MOVED OR PLANNING TO MOVE? 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 \$.80 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 emailed to [address@frenchteachers.org].

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, 302 North Granite Street, Marion, IL 62959-2346; FAX: (815) 310-5754; E-mail: [address@frenchteachers.org].		

LE FRANÇAIS, UNE LANGUE EN EXPANSION

Une langue en pleine expansion

On dénombrait entre 5000 et 6000 langues parlées dans le monde. La plupart d'entre elles stagnent, régressent ou sont en voie d'extinction. Par contre, pour quelques-unes d'entre elles, l'avenir s'annonce très prometteur. C'est le cas du français qui figure parmi les langues qui ont bénéficié du taux de croissance le plus élevé au cours des dernières décennies. Laissons parler les chiffres. Les francophones, c'est-à-dire les personnes capables de s'exprimer en français, sont passées de 100 millions en 1980 (Jean-Marc Léger), à 180 millions en 2000, 220 millions en 2010 et 274 millions en 2014. Selon des données récentes, le français serait la

- 2^e langue étrangère la plus étudiée dans le monde (après l'anglais)
- 2^e langue d'information internationale dans les médias
- 2^e langue de travail dans les organisations internationales
- 3^e langue des affaires selon l'agence Bloomberg (après l'anglais et le chinois)
- 4^e langue pour le nombre d'utilisateurs sur Internet
- 5^e langue la plus parlée dans le monde après le mandarin, l'anglais, l'espagnol et l'arabe.

Cela est appelé à s'améliorer encore puisque l'on prévoit qu'en 2050, soit dans à peine 35 ans, le nombre de francophones atteindra plus de 700 millions, soit 8% de la population mondiale. Le français sera alors la 3^e langue la plus parlée dans le monde.

Après avoir longtemps considéré l'Afrique comme une terre inhospitalière affectée par la misère, le paupérisme, l'instabilité politique, les épidémies et la maladie, on commence à peine à mesurer l'ampleur de son potentiel démographique et économique. La population africaine explose et on prévoit qu'elle comptera plus de deux milliards d'habitants en 2050. Les immenses ressources naturelles de l'Afrique attirent les convoitises et favorisent d'importants investissements étrangers. Une classe moyenne émerge.

L'Afrique compte une cinquantaine de pays, dont la moitié a le français comme langue officielle ou d'enseignement. Une tranche toujours plus importante de leur population apprend le français et en fait la langue des échanges quotidiens. Un nombre sans cesse croissant d'Africains choisissent de la transmettre directement à leurs enfants comme langue maternelle.

Bref, l'apport de l'Afrique au rayonnement international du français a toutes les allures d'un cadeau inespéré. On savait que l'anglais, l'espagnol, le portugais, l'arabe et le chinois pouvaient compter sur des masses démographiques importantes. On découvre soudain que le français peut aussi compter sur des cohortes importantes en provenance du continent africain. Le poids de la Francophonie se déplacera vers l'Afrique, puisque ce continent regroupera 85% des francophones en 2050. Trois conditions doivent être remplies pour que cela se réalise: stabilité politique, gain qualitatif et quantitatif apporté au système d'enseignement et maintien du statut du français.

Mondialisation, dites-vous? Elle ne sera pas seulement anglaise, mais aussi française, espagnole et chinoise.

Denis Turcotte

Note: Je suis à l'origine de l'Association Québec dans le monde (1983) et de la Fondation Québec dans le monde (1994). J'ai aussi participé au démarrage de l'École Québec Monde (2010), une école d'immersion française située à Québec [www.ecolequebec-monde.ca].

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 Angelica Vickers, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 607-821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

DICTÉE AU CONGRÈS DE L'AATF À SAGUENAY

Il semble que les congressistes aient pris goût à la dictée, car la salle était pleine. Mais comme je l'ai fait remarquer: tous les participants sont des gagnants pour avoir le courage de se mettre au défi de l'orthographe française; il y en a simplement qui le sont un peu plus. Voir la liste ci-dessous.

Le texte a été choisi par Catherine Daniélou, Présidente élue de l'AATF et professeur à l'Université d'Alabama à Birmingham. Bravo à toutes et à tous qui sont venus s'amuser avec la langue française et bravo à tous ceux qui ont promis de s'entraîner pour l'année prochaine.

Rappelons qui comme l'avait dit le fondateur des Jeux Olympiques, Pierre de Coubertin, "L'important c'est de participer". Nous félicitons chaleureusement nos gagnants:

1. Denise Mahns
2. John Lytle and Laurie Ramsey
3. Christine Gaudry
4. Carole Kruger
5. Ann Williams
6. Jody Lubbers and Laura Nagle
7. Fred Gitner
8. Erin Gibbons
9. Alice Strange
10. Nicole Baker

Félicitations à tous les gagnants et un grand merci à Catherine Daniélou pour l'avoir organisée!

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 convention, and support the work of the AATF. You will find their names in the advertising pages of the French Review, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work when you need materials or services they provide. However, we do not have the resources to evaluate any of the products offered by these or other companies, and we make no endorsements.

Some pedagogical products are reviewed in the French Review. However, it is the buyer's responsibility to evaluate the quality and reliability of any products or services they use. Anyone who states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.

LA JOURNÉE DE LA FRANCOPHONIE AT THE UNIVERSITY OF DELAWARE

On March 25, 2015, five hundred ten high school students attended the annual Journée de la Francophonie celebration at the University of Delaware.

During this day-long event, area high school students as well as a group of French exchange students from Fontainebleau conversed, danced, and learned about French cultures from all over the world. To facilitate this interaction, University of Delaware students had prepared poster presentations of various Francophone regions. As the high school students visited each region and conversed with UD students, the UD hosts stamped the visitors' "passports" which were then entered in a drawing for French-themed prizes. Both the high school and university students had positive reactions to the events of the day. University students were particularly pleased to have had the opportunity to converse with native speakers from Fontainebleau, while high school students were happy to have interacted with their UD hosts. One of the most popular regions was Cameroon due to the authentic Cameroonian dress of one UD host as well as an authentic Cameroonian soccer jersey (see photo).

A highlight of the event was the Afro-Caribbean dance lessons led by dance instructor Dee Faison. Hundreds of students eagerly participated as Ms. Faison taught students the history, meaning, and execution of particular dances. Five schools chose to perform on stage, singing French songs, performing French dances, and reciting French poems and fables. Student response to the performances was extremely positive. Overall, student and teacher response to the day's events was enthusiastic as evidenced by the e-mail messages received after the event. This message came from the President of the Delaware AATF Chapter: "What a great day! ... Teachers, thank you for making the necessary arrangements to bring your students. The performances were a hit; my students have not stopped talking about Glasgow's rendition of



"Alouette!"

Other messages from the teachers echoed the above sentiment: "It was great to see some of you yesterday at Francophone Day at UD. It was a very well attended event and the student performers did a great job!"

"Today's event was terrific!

My students really enjoyed it. And judging from all the other groups there, so did all the other schools!"

"I know that this was an enormous amount of work on your part and we are grateful. Thank you for all of your efforts on this event. My students were asking me when we boarded the bus if we are going to come next year!"

One particularly positive message came from a teacher whose students performed: "Thank you very much for all that you do. My kids had an amazing time! I'm really glad that we were able to expose them to the French culture and show them a great time.

Thank you to everyone involved in making this day a memorable day for our students.

My students can't wait for next year. They want to learn more about the culture, learn more dance moves from the wonderful dance instructor and of course create another remix..."

He ended his message with the following:

"I will surely join the AATF."

As the messages indicate, much work preceded the success of the day. University students worked for weeks on their posters, gathering information, images and materials. Fliers (see attached) were distributed to teachers and the university community to advertise the event. Rebecca Kalmbach, President of the Delaware Chapter of the AATF, created an activity so that students would engage in meaningful interactions during the day.

Finally, all of the events, materials and scheduling was organized and overseen by Donna Coulet du Gard, instructor of French at the University.

Everyone is extremely grateful to the AATF for its generous donation. Without this funding, hundreds of students would not know the excitement of learning French and about French culture.

Rebecca Kalmbach
[rebecca.kalmbach@appo.k12.de.us]

CONTRIBUTIONS NEEDED

We are looking for brief ready-to-use teaching units (12-20 pages) for inclusion on the AATF Store. Submissions will be reviewed by a committee of teachers for accuracy, usefulness, and pedagogical soundness before being accepted for online publication.

Units will be posted in downloadable pdf format and can be duplicated for use in the classroom by AATF members. Costs will range from \$5-\$10, depending on length.

To contribute a unit, e-mail the text as one file in either Word or pdf format to [abrate@frenchteachers.org]. Be sure and indicate the targeted level in terms of French and age.

The first such document is now available. Entitled "Exercices pour accompagner Le Ballon rouge, le livre par Albert Lamorisse," was contributed by Jacqueline Thomas, Texas A&M University-Kingsville, former AATF Region VII Representative. To obtain a copy, go to the AATF Web site at [www.frenchteachers.org].

FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

- Recruit more students?
- Be more visible?
- Cultivate allies?
- Formulate cogent argument for studying French?
- Engage others to advocate for my program?

For ideas and ready-made documents, click on [Frenchadvocacy.wikispaces.com].

CALL FOR PROPOSALS 2016 AATF CONVENTION IN AUSTIN, TEXAS

The on-line call for proposals for the 2016 AATF convention, to be held July 3-6 at the Hilton Hotel in Austin, Texas, has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until December 15, 2015. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "En avant vers les nouvelles frontières du français!" Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The Société honoraire de français now has information up on the Web site at [www.frenchteachers.org/shf]. 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. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Executive Secretary Angelica Vickers who can be reached at AATF Société Honoraire de Français, 302 N. Granite St., Marion, IL 62959-2346; phone: (607) 821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the Société Honoraire at your school, start one this year!

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 40 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for Le Français dans le monde to [fdlm@fdlm.org].

THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 1-2, 2016
Where: Hilton Hotel, Austin, TX
Proposed Schedule:

June 30: Arrival in Austin
July 1: Leadership Sessions, Working Dinner

July 2: Breakfast/Lunch/Leadership sessions. Janel Lafond-Paquin, Chair of the AATF Commission on Middle Schools, and a team of AATF leaders are planning and will facilitate the day-long workshop. Evening Reception with AATF Executive Council.

July 3: Introduction of Fellows at Opening Session of the Austin Convention.

July 3-6: Fellows attend Convention in Austin.

Application Process: Each AATF Chapter may nominate one candidate who has been a member for at least three consecutive years and is willing to serve as a chapter officer in the future. The Chapter must be willing to contribute to the cost of lodging (double occupancy) and meals for the candidate. Chapters should budget approximately \$200-\$400, the exact amount to be determined by the size of the chapter and chapter resources. The application form can be found at [www.frenchteachers.org/hq/leadership.htm].

Each candidate should address the

following topics: (1) Describe your past and current involvement with the AATF; (2) Describe the ways in which you would like to provide leadership within your AATF Chapter or at the national level; and (3) Describe why your participation in this program would be valuable to you and to your AATF Chapter.

Time Line:

December 15, 2015: Deadline for fellows Applications

February 2016: Announcement of fellows selected and alternates

Requirements for Applicants:

1. Must be willing to attend the entire AATF convention in Austin.
2. Must be a member of AATF for at least three years.
3. Must be willing to join the board of the local AATF chapter and serve as an officer at a later date.
4. Must write an article for a state newsletter and present a session at a state conference.

The AATF will waive the cost of registration for the Austin convention and will reimburse two nights hotel accommodations (double occupancy) during the Leadership Program. The cost of meals during the Program will also be covered by the AATF. Direct questions to [madamep51@hotmail.com] or [kashubam@chc.edu].

NEW! CALENDRIER FRANCOPHONE

The AATF has produced a Francophone calendar thanks to images contributed by our members. This 16-month calendar shows the American and French legal holidays as well as all the national holidays of the Francophone world.



_____ Calendars x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, 302 N. Granite St., Marion IL 62959.



NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!



The following items are available from AATF at cost for promoting National French Week. Order early! Prices for promotional items include first class postage. Rush delivery available for an additional charge.

	Quantity	Total
Bumper Stickers: Forward with French [50 cents each or 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 8 au 14 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [65 cents each or 10 for \$6]	_____	_____
Balloons: National French Week: La Semaine du Français [10 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$35 (a 14% savings)	_____	_____
Posters: Copies of the 2013-2014 promotional poster are available while supplies last. [\$2 each or 10 for \$15]		
T-shirts (blue with white logo design)	_____ T-shirts x \$13 _____ M _____ L _____ XL	_____
	_____ T-shirts x \$14 _____ XXL	_____

Total enclosed for promotional items. _____

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

Send this form with payment to AATF, 302 N. Granite St., Marion, IL 62959-2346. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org/nfw]. All materials can be ordered through our on-line store. Direct questions to [aatf@frenchteachers.org].

Découvrez Austin, TX!

Congrès annuel de l'AATF du 3 au 6 juillet 2016

NEW! TROUSSE SCOLAIRE

The AATF has produced this pencil case containing ruler, pen, pencil, eraser, and pencil sharpener imprinted with messages in French. Use them for prizes or fundraisers

_____ troussees x \$4 each
(\$2.50 each for 10 or more)



_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.

QUICK FACTS

Do you need a fact sheet to help you counter criticisms of French study? This four-page tool provides answers (with supporting documentation) to the most common misconceptions about the study of French. Prepared by AATF Vice-President Madeline Turan, it is intended to help you provide an immediate and factual come-back to such remarks.

[www.frenchteachers.org/
quickfacts.doc]

VISIT THE JNCL WEB SITE
www.languagepolicy.org

VIRTUAL EXCHANGE WITH THE *LYCÉE D'HARTELOIRE, BREST, FRANCE*

Almost two years ago, my Assistant Superintendent was contacted and asked if the French department would be willing to pursue a virtual exchange

with the Lycée d'Harteloire in Brest, France in honor of the arrival of the *Hermione*, a replica of the ship that Lafayette used when he came to the U.S. I told her that I would be most willing to participate in such a project. I was then contacted by Andrée Madec-King whom I invited to come to my class

in the early spring of 2014. Whereas she thought she was just coming to introduce herself, she left Rogers High School with a team of three teachers—myself, a science teacher, and a social studies teacher—who agreed to partner in the exchange!

That fall, I requested a grant from the Newport Public Education Foundation for \$500 so that I could pursue the project that I had in mind to commemorate the *Hermione* which would be visiting Newport as well as many other Eastern coast cities in the summer of 2015. This project involved having my upper-level students research Lafayette and the *Hermione*, then creating a set of bilingual children's books. I received the grant, and ten students designed and created ten children's books. We used the site [www.storyjumper.com] where I entered my class so that I could monitor student progress. On this site, students were able to use the backgrounds and clip art provided, or they could import photos, clip art, and backgrounds from the internet as well as their own personal uploads. Once the books were completed and edited, we chose the option of purchasing 30 soft cover editions with the grant money—ten were sent to the Lycée d'Harteloire, five were placed in the Newport Public Library, five remained in our school library, and the other ten were kept as a class set. The Lycée d'Harteloire was extremely happy with our efforts and placed five in their school library and donated five to Les blouses roses, a charitable organization with which the school

partners, that spends time with children and the elderly who are sick or alone.

If you wish to see the books that my students created, please follow these instructions.

Type [https://www.storyjumper.com/profile/mmep51] into your Web browser.

Look for Class Collection: French 4-5-6

Enter this password: *Hermione*

Built in the shipyard in Rochefort, France, the exact replica of the *Hermione* took seventeen



years to construct. The project was funded by public and private money, and because it was built to re-create the second voyage of the Marquis de Lafayette to the U.S. in 1780, it became a symbol of Franco-American friendship. In April 2015, after undergoing numerous sea trials, the *Hermione* set sail for the U.S. Its ports of call included Yorktown, Mount Vernon, and Alexandria in Virginia, Annapolis and Baltimore in Maryland, Philadelphia, Pennsylvania, New York City and Greenport in New York, Newport, Rhode Island, Boston, Massachusetts, Castine, Maine, and Lunenburg, Nova Scotia. Cultural, historical and educational activities were held in each city in conjunction with the *Hermione's* arrival.

Janel Lafond-Paquin ❁
Rogers High School (RI)
[madamep51@hotmail.com]

IMPORTANT NOTICE

In the April issue of the National Bulletin (40:4:25-26, April 2015) there appeared an article "Looking For Pawpaw French" by Eileen M. Angelini, Canisius College (NY) [Eileen.angelini@canisius.edu]. The activities that accompany this article can be found on-line at the AATF Web site [www.frenchteachers.org/bulletin/activities/]. This information was inadvertently omitted from the article.

OUTSTANDING SENIOR IN FRENCH AWARD

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. In 2005, the Executive Council voted to extend this award to the university level. Any public or private secondary school/college/university student with at least one French teacher who is an AATF member may participate. Only one name per school per year will be accepted. In the event of multiple French teachers or professors in a given school or department, they must decide among themselves who the nominee will be and submit only one name to the AATF. In the event of multiple submissions, only the first name received will be considered for the award, based on postmark. The nomination must be made by a current AATF member.

To qualify, a student must:

- have maintained an "A" average in French;
- have maintained a "B" average overall;
- be in his or her senior year at a public or private secondary school or at a public or private college or university;
- have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the Grand Concours, study abroad, National French Week activities, Société honoraire de français (for high school students) or French Club, Pi Delta Phi (for university students), tutoring;
- at the time of graduation, have completed at least three years of formal French study;
- be a non-native speaker of French;
- be nominated by an AATF member.

Only one student per school per year will be accepted.

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

There is no deadline for this award. The nomination form is posted on the AATF Web site. Nominations can also be made through the On-line Store.

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 2-3 weeks for delivery. The first price listed is the member price; the non-member price is in parentheses.

PROMOTION OF FRENCH (MEDIA)

Forward with FLES* 11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers.

Open Your World With French/Le Français m'ouvre le monde 10-min. DVD encourages students to study French.

Forward with French 10-min. DVD has interviews with business people in NY state who use French in their work.

Note: Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- Help Wanted: Encourage Students to Learn French
- Ten Reasons to Learn French
- Speaking French: an investment in the future
- Why French FLES*?
- French by the Numbers
- French is Not a "Foreign" Language
- Why Learn French?

AATF PROMOTIONAL ITEMS

NEW! Trousse scolaire: Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French. \$4 each or \$2.50 each for more than 10.

AATF Glass Dishes: rectangular candy dishes (4x4x2") with AATF logo on cover. \$12 each (\$15)

AATF Notepads: Le français en Amérique du Nord (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

Forward with French bumper stickers. 50 cents each or 10 for \$4 (10 for \$6)

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

TEACHING MEDIA

Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks, music CD and teacher's manual with lyrics, lesson plans, and activities. \$49.95

Tant qu'elle chante, elle vit presents the six music videos of Carole Fredericks, featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying manual. \$55 DVD/\$45 VHS

MEDALS AND AWARDS

Les Armes de Paris, 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (\$20 each or 3 for \$54)

Fleur-de-Lys Medallion, 1-in. silver, laurel wreath border with raised fleur-de-lys. \$7.50 each or 3 for \$18 (\$10 each or 3 for \$21).

On est les meilleurs buttons, 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

OTHER MATERIALS

Allons au cinéma: Promoting French Through Film, edited by Dolliann Hurtig and Joyce Beckwith. From the AATF Press. \$25 (nonmembers \$40)

Étudiants sans frontières: Concepts and Models for Service-Learning in French, edited by Jacqueline Thomas. First publication from the AATF Press (190 pp.) \$25.

Vive le français! Activities for the French Classroom, 75+ activities for students at all levels (122 pp.) \$20 (\$30)

Guide des Fables de La Fontaine to accompany 2010 National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

Cuisiner et apprendre le français, 34 classic French recipes with activities and reading texts (178 pp.) \$25 (\$40)

Making Global Connections Using French Language and Culture, learning scenarios developed by the Commission on Student Standards (187 pp.) \$25 (\$40)

La Vie des Mots, collection of columns from the French Review with "Mots chassés" activities from the National Bulletin. \$15 each or \$12 each for more than 5 copies (\$18 each)

Un Calendrier perpétuel. Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp.) \$15 (\$18)

Parlez-vous...? posters. Series of 6 11x17" color posters promoting French on the theme Parlez-vous...? Includes study guide (123 pp.) \$25 for set of 6 posters + guide (\$40)

Color Notecards: 12 notecards with envelopes featuring 6 different color designs from winners of the FLES* Poster Contest; blank inside. \$12 (\$16)

Color Postcards: Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

T-SHIRTS

La Fontaine T-Shirt, T-shirt based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

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

Laissez les bons temps rouler T-shirt: blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

National French Week T-shirt: blue with NFW logo. Specify size. \$13 for M, L and XL; \$14 for XXL

Vues sur le monde francophone: cinéma et société, blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

AATF FLES* COMMISSION REPORTS

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FLES* Works: A World of French ('09) \$10
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Variety is the Spice of FLES* ('05) \$9
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Special offer: Any 5 FLES* Reports for \$40. Complete set of 12 Reports for \$75.

Send your check or school purchase order to: AATF Materials, 302 N. Granite St., Marion IL 62959-2346; [aatf@frenchteachers.org]. Prices valid through 12/31/15.

AATF ON-LINE STORE
www.frenchteachers.org

CALENDAR OF EVENTS

AFRICAN STUDIES ASSOCIATION (ASA), November 19-22, 2015, San Diego, CA. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-1366; Web: [www.africanstudies.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), November 20-22, 2015 San Diego, CA. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; w-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 21-23, 2015, San Antonio, TX. Information: Web:[www.nnell.org].

LINGUISTIC SOCIETY OF AMERICA (LSA), January 7-10, 2016, Washington, D.C. Information: LSA, 1325 18th Street, NW, #211, Washington, DC 20036-6501; phone: (202) 835-1714; fax: (202) 835-1717; e-mail: [lsa@lsadc.org]; Web: [www.linguisticsociety.org].

MODERN LANGUAGE ASSOCIATION (MLA), January 7-10, 2016, Austin, TX. Information: MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, February 11-13, 2016, New York City, NY. Information: NECTFL, e-mail: [info@nectfl.org]; Web: [www.nectfl.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, Charlotte, NC, February 18-20, 2016. Information: David Jahnes, Executive Director, P.O. Box 33615, Decatur, GA 30033; telephone: (404) 290-1942; Web: [www.scolt.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 10-12, 2016, Columbus, OH. Information: Patrick Raven, Executive Director, 7141A Ida Red Road, Egg Harbor, WI 54209; telephone: (414) 405-4645; fax: (920) 868-1682; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH (AATF), July 3-6, 2016, Austin, TX. Information: AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: (815) 310-0490; fax: (815) 310-5754; Web: [www.frenchteachers.org].

HOW I HELPED TO PROVIDE 15 PEOPLE WITH A FREE TRIP TO PARIS IN 2007

I never had the opportunity to travel when I was in school. I was the eldest of four being raised by a hardworking single mother who, unfortunately, had little education. I missed many an opportunity to travel, participate, and compete when money came into the picture. My first trip to France was right out of college, at 25 years old, with a scholarship from the International Lions Club of France. I was lucky. My circumstances were changing as I grew up and successfully earned a degree as a first-generation college student. When I began teaching, I wanted to bring that opportunity to others at a much younger age. I took a job at a Title I high school and started a French Club during that first year. I wanted to of course get to know my students and promote language learning while getting to know my new role that first year, so I started small.

I quickly learned that my students lacked resources to pay registration fees or travel expenses, but I was determined to provide more for them. My first trip with my students was to attend the all immersive weekend event held annually by the Association louisianaise des Clubs Français des Écoles secondaires (ALCFES) in 2005. I was able to solicit local businesses for tax-deductible donations that cover the cost of attendance for four students to the event. We went together, four girls and I. They represented themselves so well. They were so excited to be there. Three of them had never been out of Lake Charles before that weekend. We won a prize for our school in one of the many competitions they entered. We had so much fun!

With the success of being able to raise several hundred dollars to give those teens such a great experience, with a little travel time to local businesses armed with a request on school letterhead and a dream, I endeavored to do more the following year. I encouraged the French Club to dream bigger. What if we took a Club trip to Paris? Of course everyone was excited at the prospect, but some only wanted to help raise money for the others because of a fear of flying. Over twenty members and seven parents pledged to support the efforts of the Club to go to Paris.

We began with small projects: holding dinner sales, car washes, and Avon sales. I was in contact regularly with a reporter from the local paper, and he would print updates on our progress quarterly which resulted in small personal dona-

tions regularly coming in the mail from all over the city. Then, we went bigger. We got donations of items for a raffle, and a parent contacted the local radio station for support. The radio station's DJs volunteered to hold a live Radiothon asking the public for donations. We had the on-air time in conjunction with another high school raising money to go to Washington DC. The 12 hours of air time resulted in our club earning \$18,000 and fully funding our trip for eleven students and four parents to go to Paris for free. Not only that, but each student had a \$500 pre-paid Visa card for food and souvenirs. It was amazing! The only thing the families had to come out of pocket for was the student's passport. The supervisor of foreign languages even arranged a ½ credit in French language if the students did a comparison study and 1000 word essay on a theme I chose. The theme ended up being on restaurant culture in Lake Charles versus that in Paris.

If I could pull this off as young idealistic, inexperienced teacher, anyone can do it. Community support is the key to success. All you need is a spark to light a fire.

Bonne continuation!

Tia Lebrun
Henry Heights Elementary School
[tialebrun@gmail.com]

MARK YOUR CALENDAR! JOIN US IN

AUSTIN, TX IN 2016!

Attend the 89th annual AATF convention as we meet in Austin, TX. Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.

NEW AATF HEADQUARTERS CONTACT INFORMATION

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REMINDER: IMPORTANT DEADLINES AND DATES

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| November 1 | Deadline for submissions for the January National Bulletin
Deadline for voting in 2015 AATF Elections (see page 15) |
| November 15 | Deadline for submissions for National French Week Essay and Video Contests (see page 20) |
| December 1 | Deadline for nominations for the AATF Administrator of the Year Award (see page 26) |
| December 15 | Deadline for proposals for the AATF convention in Austin, TX (see page 43)
Deadline for applications for the 2016 Future Leader Fellows Program (see page 43)
Deadline for proposals for 2016 AATF Commissions (see page 10) |
| January 15 | Deadline for applications for ASFAP Scholarship (see page 39) |
| February 1 | Deadline for nominations for the Ludwig Excellence in Teaching Awards (see page 23)
Deadline for nominations for the ISE Language Matters Award (see page 40) |
| February 15 | Deadline for applications for AATF Summer Scholarships (see November issue) |
| March 1 | Deadline for applications for AATF Small Grants (see November issue) |
| March 15 | Deadline for applications for the 2016 Walter Jensen Scholarship (see November issue) |

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that French Review Vols. 1-84 (1927-2011) 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 three years. Readers can explore the rich tradition of the journals. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants-na.html]. The French Review will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

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