



LETTER FROM THE PRESIDENT



Albert Valdman

Chères/chers collègues,

C'est avec une certaine émotion que je rédige ce dernier message de mon mandat. En consultant ma collection de la French Review, je constate avec une certaine surprise que s'ouvre ma quarantième année comme membre de l'AATF. Jeune doctorant en 1957 je ne pouvais imaginer en soumettant un compte-rendu pour la rubrique didactique de notre revue qu'un jour je serais appelé à assumer les hautes responsabilités que vous, chères/chers collègues enseignants de français et cultures francophones, avez bien voulu me confier en m'élisant successivement aux postes prestigieux de vice-président et de président.

Durant ces sept années j'ai eu l'insigne privilège de tâter le pouls des études françaises et francophones dans notre vaste pays. Certes, j'assumais mes fonctions dans des conditions défavorables: chute inquiétante des inscriptions au niveau supérieur, stagnation des inscriptions aux niveaux scolaires pendant que le pourcentage d'élèves suivant un enseignement de langues vivantes augmentait considérablement; rétrécissement des budgets alloués à l'enseignement partout dans le monde. Mais, ce paysage didactique grisâtre a été illuminé par la galvanisation de notre profession face à cette sombre conjoncture. L'appel de mon énergique prédécesseur Rebecca Valette pour la formation d'une méga-commission (Taskforce on Promoting the Study of French) s'est soldé par une véritable levée de boucliers:

sous l'égide de Marie-Christine Koop une centaine de collègues se sont regroupés en une douzaine de commissions qui se sont mises immédiatement à l'œuvre. Les résultats de ce labeur ont été signalés dans les pages du National Bulletin et, sans aucun doute, ont déjà porté des fruits sous la forme d'actions ponctuelles concrètes, d'études et de stratégies pour stimuler l'intérêt des apprenants et le soutien des décideurs que sont les parents, les conseillers pédagogiques et les directeurs d'établissements.

Plus ça change...

Récemment, je consultais le premier numéro de la French Review (novembre 1927) qui s'ouvre par une sorte de manifeste du président, Charles A. Downer, professeur au College of the City of New York. (Le message est suivi par le texte d'une allocution de Paul Claudel, ambassadeur de France à Washington.) Les problèmes qu'évoque feu notre prédécesseur ressemblent étrangement aux nôtres, et certaines des solutions esquissées rappelleront certaines de mes réflexions dans cette tribune.

• **Collaboration synergique.** Le Professeur Downer souligne l'importance d'éviter les divisions au sein des enseignants des diverses langues par une politique qu'il qualifiait de "friendly rivalry". Le fait que l'AATF se joint à l'ACTFL et aux autres associations de professeurs de langues pour le congrès de 1997 démontre bien que vos serveurs du Conseil Exécutif ont opté pour un regroupement synergique des enseignants de langue étrangère plutôt que pour des luttes fratricides pour tirer la couverture à soi. Comme le préconisait Charles Downer nous œuvrons afin de présenter un "front uni" pour la promotion de l'étude des langues étrangères dans "la grande Démocratie américaine".

• **Le choix des objectifs.** À sa question rhétorique: "Shall utilitarian or shall cultural considerations prevail?", le Pr Downer répondait qu'il fallait la régler par la discussion calme et objective plutôt que par la confrontation. C'était précisément le but de mon article, "Une politique pour l'enseignement du français aux États-Unis". Charles

Downer en fait penchait surtout pour des finalités culturelles. Je lui donne la parole:

We must prove that we are endeavoring to make them [our students] acquainted with the best and finest that the French have to contribute to human civilization, for America needs to know and to assimilate the best from all sources in order to lag behind none in the forward march of humanity.

Dans la lettre reproduite dans ces pages (p. 5), le Pr William Cain estime que je tends à négliger l'importance de l'étude de cette grande civilisation française qui rivalise avec celle des Grecs et des Romains. En fait, nos positions ne sont pas aussi opposées qu'il semble le croire. Cette étude est comprise dans l'enseignement formatif des langues étrangères que je préconise, mais à l'orée du XXIe siècle, elle doit être complétée par la connaissance des cultures des autres communautés francophones. Par ailleurs, ce n'est pas se rallier aux objectifs utilitaristes que d'affirmer que sur le marché de l'emploi un haut niveau de maîtrise du français "n'est sans doute pas une qualification fondamentale mais n'en constitue pas moins un atout valable". La faiblesse des objectifs utilitaristes est le caractère éphémère des soi-disant débouchés pratiques. Un exemple: par son rachat de R.C.A. la société nationale Thomson s'implante à Bloomington, ce qui laisse penser que se créeront dans cette ville universitaire des postes nécessitant un haut niveau de maîtrise du français et, surtout, une connaissance de la culture du monde des affaires français. Or, soumis

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aux pressions inexorables de la globalisation de l'économie, Thomson délocalise le montage des postes de télévision au Mexique. D'autre part, le lecteur attentif du texte de John Endean, vice président de la American Business Conference, reproduit dans le numéro 27: 1 du *Bulletin*, constatera que son plaidoyer pour l'utilité des langues étrangères sur le marché de l'emploi est à double tranchant. N'affirme-t-il pas que, selon un récent sondage, 90% des cadres supérieurs des sociétés américaines à l'étranger sont recrutés sur place pour des raisons évidentes: "...[they] speak the language, *viscerally* [c'est moi qui souligne] understand the culture, and are at home with business practice and customs."

• **La nécessité pour les professeurs de français d'enseigner d'autres matières.** Pour Charles Downer ce problème ne se posait que pour les établissements ayant un nombre réduit d'élèves ou d'étudiants. Aujourd'hui, les collèges, les lycées et petits établissements post-secondaires qui demandent des professeurs de français capables d'assurer l'enseignement, qui de l'espagnol ou de l'allemand, qui de l'anglais langue étrangère, deviennent de plus en plus nombreux. Ce facteur rend plus difficile la formation d'enseignants hautement qualifiés. L'essor de la francophonie fait que, par rapport à son prédécesseur des années vingt, le professeur de français d'aujourd'hui doit acquérir des connaissances culturelles beaucoup plus vastes. S'il doit par surcroît maîtriser une autre langue ou une autre matière, la qualité de sa formation risque d'en souffrir. Or, la haute qualité des enseignants dont jouit notre profession constitue précisément l'un de ses meilleurs atouts.

• **L'importance de la didactique.** Pour le Pr Downer, la didactique représente le trait qui lie tous les enseignants de français, de l'école maternelle jusqu'aux programmes doctoraux universitaires. Il souligne qu'il leur incombe donc de ne pas négliger la didactique des langues étrangères: ils doivent acquérir "all there is to know about the teaching of language". C'est précisément pour cette raison que dans mon message précédent je souhaitais le retour des éminents spécialistes universitaires dans les cours de langue de base. Si, en comparaison avec les professeurs de français du début de ce siècle, nous disposons de merveilleuses sources d'informations grâce aux sites du WEB, la capacité d'utiliser les nouvelles technologies de la communication et de l'informatique nécessite l'acquisition de nouveaux savoir-faire par le biais d'une formation continue et d'un fréquent recyclage.

Prospective

• **L'Institut de 1998.** Malheureusement, le soutien financier accordé par le National

Endowment of the Humanities pour les Instituts d'été de 1995 et 1996 n'a pas été reconduit pour 1998. Cette décision s'explique par les sombres coupes budgétaires imposées par un Congrès hostile au financement par le gouvernement fédéral d'activités culturelles et scientifiques dans le domaine des lettres et des humanités; elle ne reflète nullement une vue négative du contenu et de l'impact de cette initiative. Au contraire, les commanditaires des Instituts de 1994 à 1997 (le NEH, le Bureau de la Coopération Linguistique et Éducative du Ministère des Affaires Étrangères et Indiana University) ont reconnu la haute qualité des activités de perfectionnement linguistique et la valeur inestimable d'une immersion culturelle guidée. Aussi, comme le démontrent les présentations des anciens stagiaires aux congrès annuels de l'AATF et aux réunions de chapitres, la présence en France de didacticiennes, spécialistes américaines de culture et de civilisation (Isabelle Kaplan, Marie-Christine Koop, Jayne Abrate), s'est traduite par l'élaboration de projets pédagogiques de haut niveau, gages de l'effet démultiplicateur de ces stages. Eu égard au succès indéniable de cette formule, elle sera reconduite en 1998 sous l'égide de notre partenaire principal, le BCLE, et le propre financement de notre Association. L'on trouvera (p. 20) la description de cet Institut et les instructions pour le dépôt des candidatures (p. 21-22).

• **Projets soumis au BCLE.** Suite à une rencontre fructueuse à Chicago entre M. Pierre Buhler, Conseiller culturel de l'Ambassade de France aux États-Unis, et M. Charles Barrière, nouvel attaché culturel et directeur du BCLE aux États-Unis, et plusieurs membres de l'AATF (Jayne Abrate, Townsend Bowling [Président,

Commission de Télématique], Gladys Lipton, Margot Steinhart [rédactrice, rubrique didactique de la *French Review*], Albert Valdman), l'AATF soumettra au BCLE deux projets cofinancés par les deux parties. L'un vise à développer un répertoire d'activités didactiques accessibles sur l'Internet/WWW qui permettront de mieux exploiter notre site Web reconnu par le NEH comme l'un des meilleurs dans le domaine des humanités. Il réunira un groupe de spécialistes chargés d'élaborer des activités appropriées immédiatement exploitables répondant aux critères de correction linguistique les plus stricts et incorporant les principes didactiques actuels.

Le but du second projet est de former les enseignants à la promotion de l'étude du français, surtout aux niveaux scolaires: FLES*, collèges et lycées. Au cours des dernières années, l'AATF et le BCLE ont beaucoup investi dans une campagne promotionnelle dont les produits concrets consistent, par exemple, en la vidéo *Le français m'ouvre le monde* et en la brochure *Dix raisons pour apprendre le français*. Partant de ces réalisations, le projet élargira le cadre des activités promotionnelles pour inclure, entre autres, l'organisation d'une Semaine de la Francophonie regroupant sur le plan local des concours, des démonstrations, des concerts et diverses autres manifestations artistiques et culturelles. Le projet comprendra aussi des ateliers pour les représentants de chapitres organisés en conjonction avec les congrès annuels.

• **Comité d'évaluation.** L'avènement des nouvelles technologies de la communication va profondément modifier les moyens de diffusion de l'information dont dispose l'AATF. L'ubiquité de l'Internet/WWW

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requiert une réflexion sur les meilleurs moyens de rendre complémentaires ce nouveau médium et les moyens de diffusion de l'information que constituent la *French Review* et le *National Bulletin*. Ce sera la tâche d'un comité dirigé par Mary de Lation.

Le congrès de Montréal. Gladys Lipton, qui assumera la présidence à la fin de cette année, multiplie les contacts avec des partenaires québécois pour assurer que, comme à Lyon, les participants auront l'occasion de prendre connaissance du paysage didactique local et de nouer des rapports avec des homologues de la région montréalaise et de la province de Québec en général. Elle a formé un comité local présidé par Monique Lebrun, vice-présidente de la FIPF, qui participera à l'élaboration du programme et, surtout, assurera la participation des enseignants de FLE locaux, voir p. 8.

Un grand merci

Pendant ces trois dernières années, j'ai essayé de contribuer modestement à la promotion des études françaises et francophones en utilisant ce *Bulletin* comme vecteur pour une certaine réflexion sur les problèmes qui confrontent notre discipline à l'heure actuelle. Je crois très fermement que c'est l'une des responsabilités d'un universitaire qui n'a pas dédaigné de laisser de côté de temps en temps ses travaux spécialisés pour s'occuper de questions didactiques fondamentales de sa discipline. Ce faisant, je suivais simplement le conseil d'un des fondateurs de notre Association, Charles Downer, et le modèle de Pierre Delattre, que je considère mon Maître et mon mentor. Étudiant *undergraduate* dans son cours de prononciation corrective à l'Université de Pennsylvanie, j'appris qu'avec l'humour et un investissement personnel dans la chose didactique, l'un des spécialistes internationaux de phonétique les plus réputés pouvait rendre agréable une matière au premier abord rébarbative.

En cognant à de nombreuses portes, chapeau renversé à la main, j'ai tenté de faire s'ouvrir des bourses rendues maigres par la mauvaise conjoncture actuelle afin d'appuyer les efforts de collègues désinvolontés à travers notre vaste république. On ne louera jamais assez le travail désintéressé des institutrices et instituteurs et des professeurs du secondaire et des "colleges" et petites universités. Malgré les lourdes charges d'enseignement qu'on leur impose, ces collègues répondent toujours présents lorsque se distribuent les tâches de la vie associative: direction du Grand Concours, organisation des activités locales et régionales et participation à la gestion des chapitres. Ce sont elles aussi qui sacrifient leurs étés pour se recycler et

acquérir de nouveaux savoirs et savoir-faire de manière à préserver la haute qualité de l'enseignement du français.

Avant de passer le témoin aux mains habiles de Gladys Lipton, je tiens à exprimer une dette de reconnaissance envers les divers responsables des commissions scientifiques de l'AATF et les collègues qui ont servi avec moi comme membres du Conseil Exécutif entre 1990 et aujourd'hui. Participer aux activités nationales de notre Association représente un lourd fardeau, librement consenti comme contribution *pro bono*. Cela s'applique aussi aux responsables de nos publications et du Grand Concours et aux gestionnaires de notre fonds de dotation, même si certains d'entre eux reçoivent un *stipendium*, qui ne représente en fait qu'une rémunération symbolique. Je tiens en particulier à remercier les représentants régionaux, les véritables fers de lance de notre Exécutif, puisqu'ils assurent le lien entre les troupes bravant le feu dans les tranchées et l'état-major au quartier général. Pour ne pas encourir le risque de froisser certains de ces collègues, trop nombreux d'ailleurs, par des oublis involontaires, je me bornerai à n'en mentionner que trois: Fred Jenkins, Margot Steinhart et Rebecca Valette.

Pour ne pas porter offense à la modestie de Fred, je ne répéterai pas les éloges bien mérités que l'on trouvera dans le numéro précédent du *Bulletin*. Je voudrais ajouter toutefois que je n'ai pu prendre des initiatives comportant un certain risque que parce que je savais qu'il couvrirait l'arrière et les flancs et, au besoin, réparerait—sans le dire—des bévues. À mon avis, Margot Steinhart représente le professeur de secondaire exemplaire. Malgré ses responsabilités de chef de département, elle a gravi presque toutes les marches du service associatif: présidence de chapitre (le plus important du pays), représentation

régionale, bureau central. Non contente d'avoir participé à toutes les grandes initiatives nationales (Projet de vidéo, direction des stages, Taskforce, Projet des National Standards), elle vient d'assumer la direction de la rubrique didactique de la *French Review*. Les enseignants du secondaire savent qu'il existe entre Rebecca Valette et moi ce que Charles Downer caractérisait comme "une concurrence amicale": nous animons chacun l'un des deux principaux manuels de français, la série D. C. Heath et Scott-Foresman, respectivement. C'est dire tout le respect que j'ai toujours éprouvé envers une collègue qui s'est pleinement investie dans le domaine didactique. La coïncidence voulut que je la suive à la présidence. Je lui suis reconnaissant d'avoir, non seulement bien tracé ma voie et de m'avoir ainsi facilité la tâche au début de mon mandat, mais aussi d'avoir accepté de gros dossiers à la sortie du sien, par exemple, la mise en place de la Taskforce et la co-présidence du Projet des *National Standards*.

Avec Gladys Lipton au gouvernail, le soutien aux enseignants des niveaux scolaires constituera la première priorité de l'AATF. Je lui souhaite tout le succès que mérite son insigne contribution aux cours FLES*, et à l'AATF, bon vent dans sa course vers le siècle prochain.

Bien cordialement,

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Members of the AATF observe a demonstration of the AATF web site at the French Cultural Services in Chicago. From left: President Albert Valdman, new Attaché Linguistique in New York Charles Barrière, President-Elect Gladys Lipton, Executive Director Jayne Abrate. Seated: Townsend Bowling, Chair, Telematics Commission. Also present were Conseiller Culturel Pierre Buhler, AATF Vice-President Emerita Margot Steinhart, Attaché Culturel in Chicago Danièle Bruguera, and Attaché Culturel Adjoint in Chicago Didier Rousselière.

TEACHER OF THE YEAR AWARDS

AATF has honored three members with the title "Teacher of the Year" for 1997. **Virginia Gramer** has been selected as the elementary teacher of the year; **Jo Ellen Sandburg** is the middle school awardee; and **Donna Czarnecki** has been named the high school teacher of the year. No award has been made at the college/university level this year. These teachers will be honored at the AATF banquet during the November convention in Nashville.

Virginia Gramer teaches French in the Community Consolidated School District 181 in Hinsdale, Illinois. In addition to teaching French in several elementary schools in the district, she is the Foreign Language Coordinator for the district. Ms. Gramer holds the B.A. from Rosary College, the M.A. from Indiana State University and a *Certificat* from the *Université de Strasbourg*. She continues to be active in AATF, having served as Associate Editor of the *French Review* from 1974-1986; is a member of the Committee on Cultural Competence since 1993; and is a member of the National FLES* Commission since 1962. In addition to AATF, she actively serves in other professional organizations such as ACTFL, ICTFL, NNELL and the CSC. With Maureen Regan Baker, she developed the organization and constitution for *Les Écoliers LaFayette*, an honor society for students of French K through 8.



Jo Ellen Sandburg

Jo Ellen Sandburg teaches French in Barrington Middle School in Barrington Hills, Illinois. She received the B.A. from Knox College, the M.A. from Northeastern Illinois University and she studied at the

Universités de Lausanne, de Brest, and de Rennes as well as the University of Illinois and Northern Illinois University. She remains active in AATF, serving as a member of the Northern Illinois/Chicago Chapter's Executive Council since 1978. In addition, she is one of the founding members of the ICTFL. She authored the teacher comments for the teacher's edition of *Son et Sens*. She received the Master Teacher Award from the governor of Illinois in 1984 and the *Prix du Chapitre* from the Northern Illinois/Chicago Chapter of AATF in 1993.



Donna Czarnecki

Donna Czarnecki teaches French at the Lyons Township High School in Western Springs, Illinois as well as directs the French Immersion Weekends held at Benedictine University. She holds the B.A. from Mundelein College and the M.A. from Middlebury College. In addition she has studied Business French at Purdue University, and "La Francophonie" at the University of Wisconsin. She received an AATF summer scholarship to the *Faculté des Lettres* at Avignon. She became a certified ACTFL oral proficiency tester in 1988. She has taken groups of students to France several times as well as having a number of exchanges with schools in France. She is active in the Northern Illinois/Chicago Chapter of AATF as a member of the chapter's Executive Council since 1977. In addition, she is active in ICTFL and ACTFL. She received the *Prix d'Excellence du Chapitre* in 1988.

GRAND CONCOURS CONTEST ADMINISTRATORS OF THE YEAR NAMED



Josette Page Young

AATF has identified Josette Page Young as Contest Administrator of the Year for large chapters (enrollment of 1000 or more) and Mary Arslanian as Contest Administrator of the Year for small chapters (enrollment under 1000). The awards will be presented in November at the AATF banquet in Nashville.

Josette Page Young, *Grand Concours* administrator for South Carolina since 1986, is Professor of French at Columbia College in Columbia, South Carolina. She served as vice-president and president of the South Carolina Chapter from 1983 to 1985. She earned her *baccalaureate* at the *Académie de Paris* and a *Certificat d'Études Littéraires Générales* at the Sorbonne. She holds the M.A. from Appalachian State University and the PhD from the University of Florida. She has organized a *Distribution des Prix* for the French Contest in South Carolina with the participation of the universities and colleges of the State as well as some industries such as Michelin and the French Cultural Attachés and State Representatives.

Mary Arslanian is the *Grand Concours* administrator for the Suffolk, New York Chapter.

The key to the success of the *Grand Concours* at all levels is the degree of hard work on the part of the Contest Administrator. The criteria used to select the Administrators of the Year are (1) member of AATF, (2) meets deadlines, (3) reports accurately, (4) pays bills within a reasonable time, (5) has held position five or more years, and (6) enrolls a minimum percentage more students than in the previous year.

Winners receive a national plaque and a check for one hundred dollars.

CHAPTER NEWS

CHICAGO/ NORTHERN ILLINOIS

Following the challenge given by Irène Kraemer of Carthage College, Kenosha at our winter meeting, the May 3, 1997 meeting focused on different means of promoting French to principals, counselors, parents and community leaders.

Nicole Bomo, an associate director at Invest In France, presented facts and statistics on France as a contemporary, dynamic culture. Her presentation was enhanced by a series of colored transparencies which enabled the teachers to take accurate, detailed notes.

Ted Haldeman and Jane Castle from Homewood Flossmoor High School presented a video made at the high school and narrated by an exchange student from France showing aspects of a "cultural booklet" created for students at each academic level.

Fred M. Jenkins, AATF Executive Director who retired in August, was our special guest at this meeting. Fred has been invaluable in aiding chapters to carry out their yearly programs. He has cared for and developed the AATF library which loans materials to teachers; he has sold video-cassettes and t-shirts; but most especially, he has been the guiding light for the AATF conventions in all parts of the United States, Canada and France. This was our opportunity to wish him well in his retirement.

The chapter presented the *Prix du Chapitre* to Lorri Starck-King of New Trier High School and to William D. Paden of Northwestern University.

As a finale to our program, Claudia Hommel sang some songs from her new CD *Souvenirs de Paris* (available in English and in French). Born in Paris and raised in Detroit, Claudia has had an active career as a theatrical and cabaret singer in New York and Chicago.

Special thanks are due Rosalee Gentile and her committee for an informative and entertaining program.

Chapter members are looking forward to the November program which will be a visit to the *Renoir Portraits* exhibit at the Art Institute of Chicago. Other upcoming events will include a *Francofête* celebration for students on March 21, 1998 to celebrate the *Jour de la Francophonie*. This event will include discovery rooms featuring various Francophone countries and a "culture contest" for 3rd and 4th year students of French.

Anne Hebert
President

AATF WEB SITE SELECTED AS AN OUTSTANDING SITE IN THE HUMANITIES

The AATF Web site (<http://aatf.utsa.edu/>) was selected as one of the best sites on the Internet for education in the humanities. As stated in the announcement letter, the National Endowment for the Humanities, the MCI Foundation, and the Council for the Great City Schools have "joined forces to create a new website, 'EdSITEment,' which will serve as

a gateway to the highest quality humanities-related educational content on the Internet. It will provide one-stop shopping for parents, teachers, and students across the country seeking excellent, content-rich sites from among the 66,000 educational

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

sites now accessible on the Internet."

Sites were nominated and then reviewed by a panel of experts who evaluated the nominees on the intellectual quality of the site, site design, and Web site impact. A company has been contacted to create teacher guides for the

EdSITEment Web site. Check the *National Bulletin* for more information as

the project takes shape. Special recognition should go to Dr. Townsend Bowling of the University of Texas at San Antonio, Chair of the AATF Telematics Commission, for his tireless efforts in developing the AATF Web site.

LETRE AU PRÉSIDENT

September 11, 1997

Dear Professor Valdman:

I wonder if you would consider publishing this letter in the *AATF National Bulletin* — to stimulate reflection and discussion.

Upon returning to my campus after a year in Europe, I came across Professor Valdman's thoughtful and through-provoking "Une politique linguistique pour l'enseignement du français aux États-Unis" (vol. 22 no. 2). In it, he comes down (with elegance and restraint) against the tradition of grounding our teaching of French as a great classical language and medium for high culture and civilization.

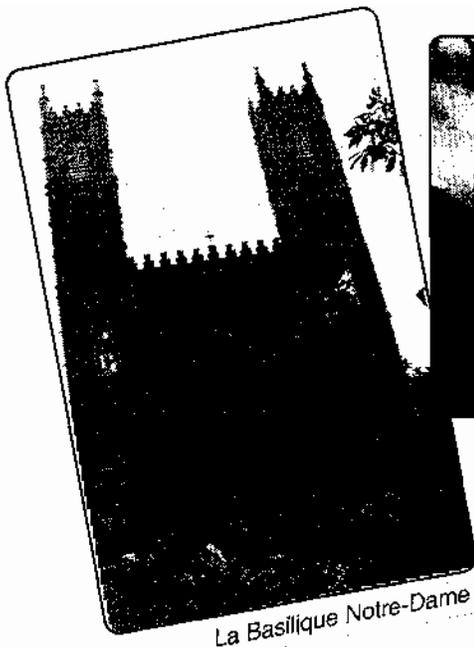
"Mais, en orientant les études françaises dans cette voie, ne risque-t-on pas de lui faire prendre la relève des études classiques dont on sait qu'elles sont aujourd'hui marginalisées? En plus, associer intimement le français à la civilisation, n'est-ce pas renforcer l'image négative d'élitisme et d'universalisme jacobin qui détonne dans une Amérique qui se veut multiculturelle et particulariste?"

Leaving aside whether or not and to what extent America as a whole is or wants to be multicultural and what multiculturalism means in an American context, I agree entirely with Professor Valdman and all others who promote Francophone studies, culture studies, and France as a country of modern business

and science. It is simply that French is and has been also the language of a superior high culture — for nine centuries — and, for those nine centuries, a classical language comparable to Greek and Latin. France has the oldest and richest literature in a European vernacular, with an unequalled range of masterpieces from the *Saint-Alexis* and *Roland* to Gracq and Simon; and the richest tradition in architecture, with its profusion of Romanesque churches, Gothic cathedrals, castles, and chateaux; comparable treasures in painting, music, philosophy, and theology. Ever since 1066 the English-speaking peoples especially have been drawn to France and the glory of French creativity; these include more than one "lost generation" of American writers. One of the greatest gifts to the world is French universality — as Malraux would say — manifest in the crusades, chivalry and courtly love, the Reform (Calvin), the Catholic Renaissance, the Republic and the Rights of Man, and the Internationale.

Students of all ages still come to French in thirst of culture, civilization, beauty, and wisdom. Ought we to turn them away? Can we not promote high culture and Francophonie — films — popular culture without sacrificing the one or the other?

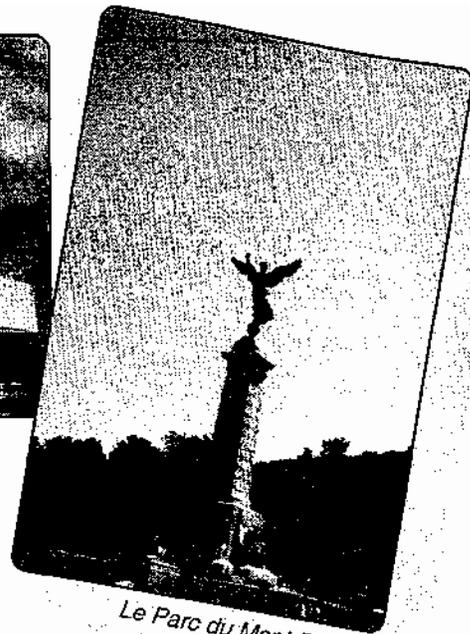
William Calin
Graduate Research Professor
University of Florida



La Basilique Notre-Dame



Le Stade Olympique



Le Parc du Mont Royal

VENEZ

À

MONTRÉAL, JUILLET 1998



Statement of Ownership, Management, and Circulation

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I certify that the information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including multiple damages and civil penalties).

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 - Include in items 10 and 11, in cases where the stockholder or security holder is a trustee, the name of the person or corporation for whom the trustee is acting. Also include the names and addresses of individuals who own or hold 1 percent or more of the total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check box. Use blank sheets if more space is required.
 - Be sure to furnish all information called for in item 15, regarding circulation. Free circulation must be shown in items 15d, e, and f.
 - If the publication had second-class authorization as a general or requester publication, this Statement of Ownership, Management, and Circulation must be published; it must be printed in any issue in October or the first printed issue after October, if the publication is not published during October.
 - In item 16, indicate date of the issue in which this Statement of Ownership will be printed.
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QUELQUES MOTS DE VOTRE SECRÉTAIRE GÉNÉRALE



Jayne Abrate

Après quelques semaines très mouvementées sur lesquelles se sont greffés quelques 'pépins administratifs' comme cela se produit lors d'une telle mutation, tout rentre dans l'ordre dans les nouveaux bureaux de l'AATF. Le personnel



April Walsh,
Assistant to the Executive Director

est prêt à répondre à vos besoins dans la mesure du possible. Mon assistante, April Walsh, connaît mieux que moi l'histoire et les traditions de l'AATF puisqu'elle travaillait déjà avec les précédents secrétaires



Xuemei Chen,
Bi-Lingual Secretary

généraux Frank Nachtman et Fred Jenkins. Notre nouvelle secrétaire Xuemei Chen est une Chinoise qui parle couramment l'anglais et le français. Elle a déjà fait beaucoup de progrès dans la maîtrise des tâches multiples et complexes dont elle a la responsabilité.

Les préparatifs continuent pour le congrès de Montréal qui se tiendra du 23 au 26 juillet à l'hôtel Reine Elisabeth. Le prix que nous avons négocié pour les chambres est de 138 dollars canadiens (environ US\$ 100), c'est à dire le même prix qu'en 1995. Veillez à planifier votre voyage dès maintenant.

Venez à Montréal en famille et profitez de cette occasion pour faire du tourisme au Québec. Le sens de l'histoire, un curieux mélange d'europpéen et de nord-américain, un climat estival doux associé à une nature sauvage, feront de cette visite un séjour inoubliable. À Montréal et dans les environs, vous pourrez profiter d'activités très variées: voir les fondations souterraines du premier emplacement de la ville au Centre Archéologique, monter en haut du Mont Royal pour survoler le paysage montréalais, explorer le Biodôme — ancien vélodrome du Parc Olympique reconverti en musée des habitats, faire une visite guidée de la centrale de Beauharnois — la plus grande centrale hydroélectrique de monde lors de sa construction — ou descendre en bateau les rapides de Lachine — la barrière naturelle qui a empêché Jacques Cartier de remonter plus loin sur le Saint-Laurent en 1535. Les plus aventureux iront soit vers le nord, visiter le parc du Mont Tremblant pour y faire de la randonnée,



Le Parc du Mont Tremblant

du camping, ou tout simplement apprécier la nature, soit vers le sud, le long du Richelieu jusqu'au Fort Chambly, premier fort sur la route en direction d'Albany pour observer la reconstitution d'un village québécois d'antan à Drummondville alors



Le Village québécois d'antan à Drummondville

qu'en chemin, ils seront attentifs au découpage de la terre en "rangs", phénomène essentiellement québécois où toutes les maisons de ferme se trouvent côte à côte le long des routes et des rivières, et les champs s'étendent perpendiculairement en longueur à perte de vue.

Répondez dès aujourd'hui à l'appel des présentations à la page 8. Vous trouverez d'avantage de précisions sur le Congrès 1998 dans le *National Bulletin* du mois de janvier; le programme et le formulaire d'inscription seront inclus dans celui du mois d'avril.

Pour ceux d'entre vous qui préfèrent une autre sorte d'expérience professionnelle, pensez à poser votre candidature pour l'Institut d'été de l'AATF. Comme chaque année, l'AATF bénéficiera d'un certain nombre de bourses offertes par les Services culturels français pour un séjour éducatif en France. Pour avoir une idée des apports professionnels, culturels et personnels de ce stage, consultez les descriptions et réactions des stagiaires de 1997 aux pages 19 et 20. L'Institut de 1998 aura lieu vraisemblablement à Lyon au mois de juillet. Pensez donc dès maintenant à préparer votre dossier car le 12 février est la date limite de réception des dits dossiers. Le formulaire de candidature, de plus amples renseignements sur ces bourses et même la possibilité d'obtenir une bourse pour le congrès de Montréal se trouvent aux pages 12 à 14. Vous trouverez plus de précisions dans le *National Bulletin* du mois de janvier.

Soyez sûrs de visiter le stand AATF et son espace francophone qui réunit l'AATF, les Services culturels français, les écoles québécoises, et des éditeurs qui se trouveront dans le hall d'exposition à Nashville. Venez nous saluer et voir ce que nous pouvons vous offrir pour promouvoir le français.

Jayne Abrate
Secrétaire générale

CALL FOR PRESENTATIONS
71st Annual Meeting
American Association of Teachers of French
July 23-26, 1998, Queen Elizabeth Hotel, Montréal

- This completed application must be postmarked by **December 3, 1997**.
- You will be notified by February 2, 1998 if your proposal has been accepted.
- All presentations are to be given as lectures or talks, not simply read aloud. Audience interactions are strongly encouraged.
- If you wish to organize a session with several presenters, have each co-presenter fill out this form and submit all applications together. A copy of this form must be included for each co-presenter, and each presenter must indicate his/her individual audio-visual needs.
- Each participant may be the principal presenter only once. If you are submitting more than one proposal, please indicate **MULTIPLE PROPOSAL** on each form.
- Send *five* copies (Do not fax or e-mail) to **Dr. Gladys Lipton, UMBC-MLL, Acad. IV-146, Baltimore, MD 21250**.
- Inquiries only: FAX 301-230-2652; E-MAIL: lipton@umbc2.umbc.edu

PLEASE TYPE ALL INFORMATION.

Name: _____ Co-Presenter(s): _____

Affiliation (to appear in program): _____

Addresses (indicate preferred mailing address): _____

Work: _____

Phone: _____ Fax: _____

E-mail: _____

Home: _____

Phone: _____ Fax: _____

E-mail: _____

Type of Presentation: Workshop Round table discussion Presentation

Commission (Circle one: Open / Closed) Other (Please specify.)

Title of Presentation: _____

Anticipated Audience:

FLES* Middle School High School University All

Length of Presentation: 30 min. 60 min. 75 min. Other _____

Audio-visual needs: Overhead projector Slide projector Audio cassette player

VCR/Monitor* Computer* Other (Please specify.) _____

***Requests for more expensive equipment (VCR/computer/other) will require a fee. Please refer inquiries to Jayne Abrate, AATF, Mailcode 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: abrate@siu.edu**

On a separate page, please submit the following information, written in the language which will be used for the presentation:

1. Title and 50-word abstract (for inclusion in the program).
2. Description of the presentation (300 words maximum) for the Program Selection Committee. Include a) content, b) procedures, and c) benefits to audience.

Date: _____ Signature: _____

SEMINAIRE D'ÉTÉ SUR LA FRANCE CONTEMPORAINE

AATF National Commission on Cultural Competence



La façade du CIEP avec l'entrée principale où flotte le drapeau français



Le pavillon Lulli dans la cour d'honneur

Quinze professeurs d'université, préparant un cours sur la société française, ont été sélectionnés pour participer à un séminaire organisé par Marie-Christine Koop (University of North Texas) dans le cadre de la Commission nationale de l'AATF sur la compétence culturelle. Tous les frais des stagiaires en France ont été couverts par une importante subvention du Ministère des Affaires étrangères que Marie-Christine Koop avait obtenue par l'intermédiaire de Monsieur Candide Soci, Attaché linguistique aux Services culturels de l'ambassade de France à New York. Ce séminaire se proposait deux objectifs: permettre aux stagiaires d'actualiser leurs connaissances sur la France contemporaine et leur fournir des directions en vue de l'élaboration d'un projet de recherche sur un thème culturel. Ce projet pouvait prendre la forme d'un module pédagogique ou d'un article qui serait ensuite inclus dans un recueil sur la France contemporaine préparé par les participants à l'issue du séminaire.

Le séminaire a eu lieu au Centre International d'Études Pédagogiques (CIEP) de Sèvres, dans la région parisienne, du 7 au 18 juillet 1997. Créé en 1945, le CIEP occupe les bâtiments de l'ancienne Manufacture royale de porcelaine, construite au XVIII^e siècle sur l'initiative de Madame de Pompadour. Entre 1881 et 1945, ces bâtiments avaient abrité l'École normale supérieure de jeunes filles où enseigna Marie Curie.

Marie-Christine Koop avait communiqué les grandes lignes du programme souhaité à Monsieur Alain Kimmel, professeur au CIEP et rédacteur en chef de la revue *Échos*. Ce dernier a su organiser, avec la collaboration de Madame Anne-Marie Kim-

mel, un stage de qualité qui répondait aux objectifs énoncés ci-dessus. Les stagiaires étaient logés en chambre individuelle au CIEP où ils prenaient également leurs repas. Un grand nombre de conférences, présentées par M. et Mme Kimmel et d'autres intervenants, se sont tenues au CIEP alors que plusieurs visites ont été organisées à Paris. Les thèmes abordés portaient sur la situation politique, le Dictionnaire de l'Académie, la presse, Michel Foucault et l'analyse culturelle, le malaise de la société française à travers des romans d'aujourd'hui, l'économie de la France, l'idéologie médiatique, laïcité et République, école et société, la décentralisation, le Paris de l'an 2000, table ronde "Regards croisés franco-américains", télévision et société, médias et identité nationale, la France et l'Europe, la question de l'immigration, et les femmes en France. Ce programme impressionnant était complété par une excursion à Reims et des sorties nocturnes organisées

par les stagiaires eux-mêmes qui étaient infatigables! Il faut ajouter que le Centre de documentation de l'établissement disposait de personnel qualifié pour assister les participants dans leurs recherches. Le séminaire s'est déroulé dans une ambiance chaleureuse et les quinze professeurs sont repartis très satisfaits de leur expé-



La traditionnelle photo de fin de stage, le sourire aux lèvres avec, de gauche à droite en partant du bas: A. Kimmel, M.-C. Koop, J.D. King, D. Daniels (1^{er} rang); A. Ranwez, M. Lively, M. Bertrand, M. Sage (2^e rang); G. H. Siewert, A. Singerman, J. Thomas (3^e rang); R. Cousin, A. Strange, C. Levin (4^e rang); A. Williams-Gascon, S. Dean et F. Toner (en haut).

rience. Compte tenu de ces résultats encourageants, la Commission nationale sur la compétence culturelle envisage d'organiser d'autres stages de ce type au CIEP. L'AATF tient à exprimer sa profonde gratitude aux Services culturels français et à M. Candide Soci pour leur soutien dans l'organisation de ce séminaire qui aura des répercussions certaines sur l'enseignement de la culture française aux États-Unis.

LISTE DES PARTICIPANTS

- Marc Bertrand (Stanford University, CA)
- Roseline Cousin (Bryn Mawr College, PA)
- Douglas Daniels (Montana State University)
- Sherry Dean (Mountain View College, TX)
- Jeri DeBois King (Converse College, SC)
- Colette Levin (University of Pittsburgh at Greensburg, PA)
- Madeleine Lively (Tarrant County Junior College, TX)
- Alain Ranwez (Metropolitan State College of Denver, CO)
- Michel Sage (West Chester University, PA)
- Gregg Hunter Siewert (Truman State University, MO)
- Alan Singerman (Davidson College, NC)
- Alice Strange (Southeast Missouri State University)
- Jacqueline Thomas (Texas A&M University-Kingsville)
- Fred Toner (Ohio University)
- Ann Williams-Gascon (Metropolitan State College of Denver, CO)

AGENCE DE LA FRANCOPHONIE SUBVENTIONNE UNE TABLE RONDE

L'AATF vient de recevoir une importante subvention de l'Agence de la Francophonie pour organiser une table ronde intitulé, "Pourquoi écrire en français et dans quel français?" au congrès annuel à Nashville.

L'Agence de la Francophonie (ACCT), créée à Niamey en 1970 sous l'appellation d'Agence de coopération culturelle et technique, est l'unique organisation intergouvernementale de la Francophonie et le principal opérateur des conférences bisannuelles des chefs d'État et de gouvernement des pays ayant le français en partage, aussi appelées Sommets francophones.

L'Agence assure le secrétariat de toutes les instances de la Francophonie. Elle déploie son activité multilatérale dans les domaines de l'éducation et de la formation, de la culture et de la communication, de la coopération juridique et judiciaire, de diverses actions au titre de la direction générale du développement et de la solidarité.

Outre son siège situé à Paris, l'Agence dispose d'une École internationale de la Francophonie à Bordeaux (France) où est située sa direction générale Éducation-Formation, d'un Institut d'énergie des pays ayant en commun l'usage du français à Québec (Canada), d'un Bureau de liaison

avec les organisations internationales à Genève (Suisse), d'un Bureau de liaison avec l'Union européenne à Bruxelles (Belgique), d'un Bureau permanent d'observation aux Nations unies à New York (États-Unis), d'un bureau régional de l'Afrique de l'Ouest à Lomé (Togo), d'un Bureau régional de l'Afrique centrale à Libreville (Gabon), d'un Bureau régional pour l'Asie-Pacifique à Hanoi (Viêt-nam).

L'ACCT regroupe quarante-sept pays ou gouvernements : Bénin, Bulgarie, Burkina Faso, Burundi, Cambodge, Cameroun, Canada, Canada-Nouveau-Brunswick, Canada-Québec, CapVert, Centrafrique, Communauté française de Belgique, Comores, Congo, Côte d'Ivoire, Djibouti, Dominique, Égypte, France, Gabon, Guinée, Guinée-Bissau, Guinée équatoriale, Haïti, Laos, Liban, Luxembourg, Madagascar, Mali, Maroc, Maurice, Mauritanie, Moldavie, Monaco, Niger, Roumanie, Rwanda, Sainte-Lucie, Sénégal, Seychelles, Suisse, Tchad, Togo, Tunisie, Vanuatu, Viêt-nam, Zaïre.

Le Royaume de Belgique et Saint-Thomas-et-Prince portent à quarante-neuf le nombre des pays et gouvernements participant aux Sommets.

THE TASK FORCE CORNER

Most of the Task Force subcommittees have completed their work, and the last one created and chaired by Jacqueline Thomas, "French for Spanish speakers," is making progress. In this issue, you will find on page 23 a list of all the documents prepared thus far by the Task Force, along with references to issues of the AATF *National Bulletin* where they can be found or addresses and/or web sites where guides can be purchased or consulted.

You will also find a flyer on the *Fête des rois* (page 15) which is a modified version of a cultural activity originally prepared by Jean-Paul Valette. Once again, we wish to express our gratitude to Rosemary Bradley, Editor-in-Chief and Debbie Brennan, Senior Managing Editor of Prentice Hall-Modern Languages for the design of this flyer.

The attractive three-color flyer, "Speak-

ing French: an investment in the future," prepared by Jacqueline Donnelly's committee and stressing the advantages of learning French is now available for purchase; the order form appears on page 16 of this issue.

Finally, we hope that you will attend the two consecutive Task Force sessions that we will present at the ACTFL/AATF convention in Nashville on Saturday, November 22.

As usual, do not hesitate to share with me your ideas on how better to promote the study of French, and I will forward them to the appropriate committee.

Marie-Christine Koop
Foreign Languages and Literatures
University of North Texas
Denton, TX 76203-1127
Fax: (940) 565-2581
e-mail: mckoop@jove.acs.unt.edu

ATTENTION ALL MEMBERS IMPORTANT CHANGE OF ADDRESS!

In mid-August, AATF National Headquarters moved from Champaign, Illinois to Carbondale, Illinois. All correspondence for National Headquarters or for the new Executive Director, Jayne Abrate, should be directed to:

AATF, Mailcode 4510
Southern Illinois University
Carbondale, Illinois 62901-4510
Telephone: (618) 453-5731
Fax: (618) 453-5733
E-mail: abrate@siu.edu

L FAUT RIRE POUR NE PAS GROSSIR!

An AATF scholarship made it possible for me to spend three weeks in Montréal this summer where I attended *L'École de français* of the *Université de Montréal*. My quest was to improve my French, to discover Montréal and to see if Montréal would be a good place to take students in the future. All three quests were fulfilled, but not quite in the way that I had envisioned.

I left Manhattan, Kansas with several expectations, partly because of conversations with other experienced Montréal visitors, and partly because of my own thought processes. Most of these expectations weren't even close to my actual experience in Canada. Some were not met but most were surpassed!

I arrived at the *Université de Montréal* on June 29. It was my second experience with Québécois French and it was a little tough going at first. I managed to get my room in the "quiet dorm" also known as "La Tour des vierges" since during the school year it is a women's residence hall! During the summer it is co-ed, so one had to adapt to the possibility of meeting someone from one's class in the bathroom! Happily there were working doors on all facilities, so that the privacy necessary to an American was obtained. The room was very nice with built-in closet and drawers and a sink. Refrigerators and fans could be rented, but I had my own fan and the scholarship included breakfast and lunch, so I chose to buy dinner elsewhere daily.

June 30 was the first day of school. We reported to *L'École de français* to take our placement exams and to receive instructions. The exam consisted of a written part (multiple choice) and an oral interview with a professor. The level of the oral interview was determined by the score on the written exam. There were 6 levels of language instruction with 1 being the beginning level. I was surprised and happy to have been placed in a combination level 5 and 6.

The class was not what I had expected. I was expecting to be placed in a regular university-type class with Québécois students. As it turned out, it was basically a class of French as a Second Language with students from all over the world, of different ages, but with, supposedly, the same level of competence. I was disappointed at first because I had come to improve my French and I wanted to speak with people who were fluent. By the end of the first week, it was found that there were several different levels in the class, but then we found that we were all start-



ing to understand each other's accent and getting to know each other. By the end of the session most of us felt a closeness which made it hard to say good-bye.

It was an excellent review session for me, as well as a time to improve my oral skills. Coincidentally, the course went over all the grammar that I will be teaching for the first time in a long time this school year. The course bolstered my self-esteem and made me more comfortable using the language in the classroom.

The class had two excellent teachers. Every morning we had Mme Anne Blanchette who lead us through the maze of advanced French grammar. She had an enormous capacity for patience and a really warm approach. Her Québécois accent was an educated one, so it was easy to understand. She had us talking all the time, either to the whole class or to each other in different sized groups. I have already successfully used her first day ice-breaker activity in my second year French class and plan to use many more. One activity we all liked listening to and presenting was the one where we had to tell about our "passion". We learned some interesting and unexpected things about each other!

Our Tuesday and Thursday afternoon teacher was Mme Camille Mathieu. She is originally from France, but has lived in Québec for 30 years. Her accent, of course, was French. Her role was to have us to use the grammar we had learned in the morning in real situations. With her we had to do improvisations, readings, debates, etc. In one of our activities we were divided into groups of four and dis-

cussed the findings of a study on health and weight loss. One of the results of the study stated that laughter was a good thing and would help with weight loss, so we, laughingly, coined the phrase which is the title of this article and which we used from that day forward in some way or another in many a class session. Our final exam was an oral presentation using a topic of our choice, which madame had to approve. Four of us chose to present a "Tonight Show" type of improvisation complete with hostess and special guests that included a psychic, a tennis champion, and a dress designer.

L'École de français made every effort to make our stay in Montréal fun and informative. There were extra-curricular activities every day. Many were free and those with fees were much reduced from the normal charge. We saw *Lucie Aubrac* for \$2.00 Canadian when it would normally cost \$8.50! Other activities included tours of *Vieux Montréal* and the *Université*, museum visits, the Biodome, the Olympic Stadium, the Botanical Gardens, a day-long visit to Québec City, a production of the play *Cyrano de Bergerac* and many more. Some of the university students who were working as *animateurs* for the school presented workshops on the songs, dances and the history of Québec. They really went out of their way to make sure we had a spectacular choice of activities to make Montréal come alive for us. One of my favorite museum visits was the *Musée juste pour rire* where there was an exhibit chronicling the history of Québécois music starting with the early folksingers like Gilles Vigneault moving on to Céline Dion (they had her wedding dress on exhibit...sensational!) and finishing with hard rock groups like "Les Colocs". It was fantastic. I wish I could have recorded the whole visit on videotape.

Weekends were pretty much free. There were a couple of activities that my husband (who was on a fishing vacation not too far away) was allowed to participate in as well, so we took advantage of that, but mostly when he came to visit we explored things that were not on the list of activities provided by the school. We tried our luck at the Casino and enjoyed their excellent buffet, took a *Bateau Mouche* ride on the St. Lawrence, which filled us in on some of the unusual bits of Montréal history. For example: They made one island out of two by taking the dirt excavated from the construction of the Métro

continued on page 16

AATF SUMMER SCHOLARSHIP TO MONTRÉAL

Application deadline: Monday, February 2, 1998

The Université de Montréal is offering a summer scholarship in 1998 to an AATF member to attend one of its three-week programs. This scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself/herself professionally and to enhance or expand the curriculum for the students in his/her institution or school.

The scholarship includes

- tuition for a three-credit graduate course
- lodging on the campus
- breakfast and lunch from Monday to Friday
- books
- access to the sports complex and to the library
- sociocultural activities provided during the program

The scholarship recipient will be responsible for all transportation costs, for all meals not specified and for personal and incidental expenses.

The scholarship recipient may choose one of two sessions: **June 30-July 18, 1998** or **July 21-August 8, 1998**. The intensive courses available during the first session (June 30-July 18 tentatively include: *Communication orale* (60 hours) *Communication écrite* (45 hours) or *Atelier d'enseignement du français langue seconde* (45 hours). The second session (July 21-August 8) tentatively includes: *Communication orale* (60 hours), *Culture québécoise contemporaine* (45 hours) or *Français commercial* (45 hours). Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

The recipient of this scholarship must make a presentation at a major foreign language conference in 1998-99.

Eligibility

Applicants must be American citizens whose first language is not French. The recipient must hold a teaching position in French during 1997-98. Preference will be given to a member who has been in good standing since January 1, 1996. Candidates may also apply for the AATF Summer Scholarship Program in France for summer 1998.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1993-1997) are also not eligible.

Selection Process

All of the applications will be reviewed by a national committee and the decision will be announced by March 1, 1998.

A number of factors will be weighed in the selection process:

- clarity and specificity of the statement of benefits to the applicant and his/her institution or program.
- teaching assignment (number of classes in French and number of students impacted)
- evidence of professional commitment (local, state, regional and/or national)
- future career plans in education
- past travel, study or residence in a Francophone country
- letters of recommendation

Application

Candidates for this summer program at the Université de Montréal should complete the application form printed in this issue of the *AATF National Bulletin*. Additional copies may be obtained from AATF National Headquarters (Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731), or you may copy the form in the *National Bulletin*.

Applicants should do the following:

- 1) Complete both sides of the application form, including the **signature** on the second side, and attach additional pages to the application.
- 2) Request that two letters of recommendation **plus five copies** be sent directly to Jayne Abrate, Executive Director, AATF. (The letters should come from the principal, dean or department chairman and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application. (This postcard will be mailed to the candidate to indicate that the application and recommendations have been received.)
- 4) Send the **original plus five copies** of the application form and supplementary pages and **postcard** to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**. Telephone: (618) 453-5731; Fax: (618) 453-5733.
- 5) The application must be **postmarked by February 2, 1998**, to be considered for the scholarship.

All inquiries about the scholarship should be directed to Jayne Abrate (see #4 above).

For further information on the program at the Université de Montréal, candidates are invited to contact the program director or coordinator.

Serge Bienvenu

Responsable de programme
Université de Montréal
Faculté de l'éducation permanente
École de Français
C.P. 6128, succursale A
Montréal, Québec H3C 3J7
Telephone: (514)343-6990
FAX: x514)343-2275

1998 AATF SUMMER SCHOLARSHIP AT UNIVERSITÉ DE MONTRÉAL

APPLICATION FORM Deadline: Monday, February 2, 1998

Date preference (Check one) AATF Region #(1-9) _____

June 30-July 18, 1998

_____ July 21-August 8, 1998

Self-assessment of linguistic competence (Check one)

_____ moderate

_____ high

Name _____
Last First Middle Maiden

Social Security Number _____

Home Address _____
Number and Street City State Zip

Telephone: Home _____ / _____ Best time(s) to call _____
Office _____ / _____ Best time(s) to call _____

FAX Number: (home or institution): _____ / _____

Institution of employment _____

Institutional Address _____
Number and Street

_____ City State Zip

Level of French taught: Elementary _____ Secondary _____ Post secondary _____

In 1996-97: Number of French classes _____ Number of French students _____

Level of French classes taught _____

Other subjects taught _____

AATF Chapter Name/Location _____ President _____

Continuous member of AATF for _____ years, including 1998 (Preference is given to those with two or more years of consecutive membership.)

U.S. citizen _____ Yes _____ No _____ Place of birth _____
City State Country

Date of birth _____ day, MONTH, year Age as of 1 July 1998 _____

Have you ever applied for an AATF Scholarship: Yes _____ No _____ If yes, year _____

Have you ever received an AATF Summer Scholarship: Yes _____ No _____ If yes, year _____

Have you ever received a scholarship/fellowship for study in a Francophone country? Yes _____ No _____

If yes, year _____ Location _____ From what organization _____

Please respond to the following questions on a separate sheet. Indicate your name at the top of each page. Be sure to sign the bottom of this sheet and to include it with your application.

I ACADEMIC PREPARATION

A. Institution (list all colleges/universities attended.)
Semester/Quarter credit hours in French Degree (Type and Major) Inclusive dates

B. Travel, study and residence in Francophone countries (List all experiences.)
Inclusive dates Location Purpose

II TEACHING EXPERIENCE

Years (inclusive dates) Institution Location (City, State, Country)

III CURRICULUM VITAE SUPPLEMENT (OPTIONAL)

List any other professional contributions or activities which have not been indicated in your application. (3 pages maximum)

IV RECOMMENDATIONS

List name, address, telephone and FAX numbers of the two individuals who will be writing a recommendation in support of your application.

V ESSAYS

A. Describe your immediate and long-range professional plans as a teacher of French or supervisor. Answer in English.

B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français

VI RECOMMENDATIONS

A. Request TWO recommendations, one from your principal/dean or department head and one from another person who is familiar with your work and ability. The recommendations should address the following:

1. Your contributions to your institution and to the profession
2. Your interaction with students, colleagues and others
3. Your flexibility and openness to new experiences, increasing demands and change
4. Your linguistic competence, if applicable

B. Have your recommender send the original letter **PLUS FIVE COPIES** directly to Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, **February 2, 1998**.

VII Include one SELF-ADDRESSED POSTCARD with appropriate postage with your application. The AATF Summer Scholarship Chair will return the card to you as verification that your completed application has been received.

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE.

SIGNATURE OF APPLICANT _____ Date _____

N.B. Only applications of U.S. citizens can be considered. There is no maximum age limit but date of birth is required by the agencies supporting the program.

Please read the description of the AATF Summer Scholarship at Université de Montréal in the November 1997 issue of the AATF National Bulletin. Applicants are urged to contact AATF National Headquarters to be placed on the mailing list for announcing additional details about this summer program as they develop. Please type all information on the two-page form and attach additional pages as needed. Kindly make 6 separate sets of your materials and staple each set.

ALL MATERIALS, original application form, 5 copies of the application form, 2 letters of recommendation with 5 copies each are to be sent to Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone (618) 453-5731; FAX: (618) 453-5733.

Deadline: Monday, February 2, 1998

Attention French teachers!

Here is a cultural activity to use in January.

La fête des Rois

Avec Noël commence un cycle de fêtes qui ne se termine vraiment que le 6 janvier, jour de la fête des Rois. Cette fête, dont la célébration remonte au 4^e siècle, commémore l'arrivée des mages venus apporter leurs présents à l'Enfant Jésus. L'histoire ne nous renseigne pas sur la véritable identité de ces personnages mystérieux mais, au cours des siècles, la tradition populaire en a fait des rois venus des trois continents alors connus: Balthazar, l'Africain; Gaspard, l'Asiatique; et Melchior, l'Européen.

En France, on célèbre cette fête en "tirant les rois" avec la fameuse "galette". Cette galette est une pâtisserie ronde et dorée, fourrée de frangipane (*marzipan*), dans laquelle on a introduit une fève, c'est-à-dire un petit objet de porcelaine de forme particulière (lune, soleil, couronne, etc.). On déguste aussi une couronne des rois qui est un gâteau brioché en forme de couronne et décoré de fruits confits. La galette ou la couronne est découpée et les portions sont ensuite distribuées aux convives qui mangent en s'assurant de ne pas avaler la fève. La personne qui trouve la fève est nommée roi ou reine et reçoit une couronne de papier doré. La tradition de cette galette est probablement plus ancienne que la fête des Rois elle-même. Elle correspondait à la célébration de la fête du soleil dans un culte pré-chrétien.

Comment célébrer la fête des Rois dans une classe de français? Tout simplement en préparant une galette ou une couronne des rois. Pour la couronne, on peut utiliser la recette du gâteau brioché (*coffee ring*) décoré de fruits confits. Pour la galette, voici une recette simple pour 8 à 10 personnes:

INGREDIENTS

- 2 œufs
- 1/2 tasse de sucre
- 4 cuillères à soupe de beurre
- 1 cuillère à café de zeste de citron râpé
- 1/2 tasse de frangipane
- 2 paquets (de 10 onces chacun) de pâte feuilletée congelée
- 1 fève (pour éviter les accidents, utiliser un haricot noir dur au lieu d'un objet de porcelaine)

- Faites dégeler la pâte feuilletée.
- Avec un mixer, battez et mélangez le beurre et le sucre.
- Ajoutez un œuf et la frangipane. Battez pour obtenir une pâte légère et onctueuse.
- Étalez un peu de farine sur une planche en bois. Sur cette planche, disposez la pâte feuilletée de l'un des paquets de façon à former un petit monticule.
- Étalez au rouleau à pâtisserie pour former un cercle de 25 à 30 cm de diamètre. Formez une bordure bien nette avec un couteau.
- Placez le premier cercle sur une plaque légèrement beurrée. Versez-y le mélange d'amande et étalez-le jusqu'à 2 cm du bord de la pâte.
- Insérez la fève dans la pâte d'amande.
- Avec le second paquet de pâte feuilletée, faites un second cercle semblable au premier.
- Mouillez les rebords du premier cercle avec quelques gouttes d'eau. Mettez le second cercle de pâte sur le premier et pressez bien les rebords avec une fourchette pour assurer l'étanchéité de la galette.
- Avec un petit couteau pointu, décidez la galette de traits croisés.
- Recouvrez la galette d'une feuille de plastique (*plastic wrap*) et réfrigérez pendant 30 minutes.
- Battez un jaune d'œuf.
- Enlevez la feuille de plastique de la galette et étalez le jaune d'œuf battu avec un pinceau.
- Faites cuire au four à 375° Fahrenheit pendant 40 minutes ou jusqu'à ce que la galette soit dorée.
- Servez la galette légèrement tiède.

Extrait de "La Fête des Rois" par Jean-Paul Valette, French for Mastery Newsletter, Vol. XI, Nr. 2-November/December, 1983.

and placed it between the two islands to make one, all this for Expo '67. We ate at some really good ethnic restaurants — Montréal abounds with them, shopped in the *Marché des puces* and browsed the major department stores. A highlight for us was the International Jazz Festival where a security guard refused to allow us to accept a pamphlet written against the sponsors of the Festival, Du Maurier Tobacco Co. I eventually obtained one which is a denouncement of the tobacco industry and the use of tobacco. The pamphlet is a parody of the actual pamphlet of the Festival.

Montréal is a very cosmopolitan city...a melting pot of nationalities and a mixture of things French and English, as is its history. I found it less picturesque than Québec City, but people were much more willing to accept my being American. The minute anyone heard my accent they

would start speaking English. I had to ask them to continue in French because I was there to learn French. They were very happy to comply and usually very patient. By contrast, in Québec City, when I asked the manager of a restaurant if he would repeat in English what he had just told me so my husband could understand it, he refused, saying he knew English, but that he chose not to speak it.

In Montréal we went everywhere by Métro. It is the most incredibly clean and efficient service I have seen. It was built to transport the crowds for Expo '67 around the city and has survived to provide a most useful, inexpensive public transportation system. Bus service is good too, but slower. Bus drivers are wonderful and friendly. Be aware though, that they may decide they need a cup of coffee, leave the bus to grab one and keep you standing for 5-10 minutes! Even though we took the Métro, we ended up walking a lot once we got to where we

were going. The walk to the school from the dorm was about 15 minutes, mostly uphill, so the first week my leg muscles were very sore. By the end I was in great shape, but my shoes were worn out!

Needless to say, I had a wonderful time in Montréal and at *L'École de français* of the *Université de Montréal*. I recommend to all of you to apply for the scholarship this coming year. If you have never experienced French Canada, it will expand your horizons and open your mind to new possibilities for you and your students. If nothing else it gives one a sense of Canadian/Québécois history that isn't taught in U.S. schools, even though they are our neighbors. I hope that my students will get tired of just hearing about Québec and will choose to go with me the next time! *Merçi, Montréal et merci, AATF!*

Sandy Chastan
Manhattan High School
Manhattan, Kansas



FRENCH PROMOTIONAL FLYER

“Speaking French: an investment in the future”

This is an attractive three-color flyer prepared by the AATF Task Force subcommittee on Convincing Parents and School Administrators chaired by Jacqueline Donnelly. It highlights the importance of French as a world language, stressing career opportunities with French. It presents arguments of great interest to parents, school administrators, and students at all levels. A sample copy is available on request.

Name _____

Address _____

City _____ State _____ Zip Code _____

Please send me the following number of flyers:

___ 50 copies \$ 5.00

___ 100 copies \$ 10.00

___ 250 copies \$ 25.00

Total enclosed: \$ _____

Price includes shipping and handling.

Larger quantities are available at cost.

Make check payable to AATF and mail to:

AATF-Mail code 4510
Southern Illinois University
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1998 NEH SUMMER SEMINARS AND INSTITUTES FOR SCHOOL TEACHERS

The Division of Research and Education Programs of the National Endowment for the Humanities each year offers teachers opportunities to study humanities topics in a variety of Summer Seminars and Summer Institutes. Teachers interested in participating in either a seminar or an institute should write to the project director listed on this page to request information and application materials. The dates and duration of each project are listed under each title. **The application deadline for Summer Seminars and Summer Institutes is March 1, 1998 except where noted.**

AMOUNT OF AWARD

All teachers selected to participate in a seminar or institute will be awarded a stipend of \$2,350, \$2,800, \$3,250, or \$3,700 (depending on the length of the seminar or institute) to cover travel costs, books and other research expenses, and living expenses. Additionally all **Summer Seminar** participants who teach in New Jersey will be awarded an additional travel stipend (from \$250 to \$1,000, depending on the location of the seminar) by the Geraldine R. Dodge Foundation of Morristown, New Jersey.

ELIGIBILITY

Full-time teachers in American K-12 schools, whether public, private, or church-affiliated, are eligible to apply to appropriate seminars and institutes. Americans teaching abroad are also eligible if a majority of the students they teach are American citizens. Librarians and school administrators may also be eligible. Applicants should consult the guidelines and application information received directly from seminar and institute directors concerning eligibility requirements. Selection committees are directed to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years.

HOW TO APPLY

Please send or e-mail a request for application information and expanded project descriptions to the seminar and institute directors listed here. When doing so, please include your regular mailing address since directors will send application material through the mail. Information on any or all appropriate projects may be requested, but application may be made to **only one** seminar or institute.

INFORMATION

Please direct all questions concerning individual seminars and institutes as well as all requests for application materials to the appropriate director. General questions concerning the National Endowment for the Humanities' Seminars and Institutes Program may be directed to (202) 606-8463 or e-mail: [research@neh.fed.us].

EQUAL OPPORTUNITY

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to the Equal Employment Opportunity Officer, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. TDD (for the hearing-impaired only) (202) 606-8282.

SUMMER SEMINARS FOR SCHOOL TEACHERS

Mozart: The Man, His Music, and His Vienna

June 15-July 9, 1998 (4 weeks)
Richard P. Benedum
Department of Music
300 College Park
University of Dayton
Dayton, OH 45469-0290
(937) 229-3936 or 3396
e-mail: [benedum@udayton.edu]
(Seminar Location: Vienna, Austria)

Overcoming Conflict: Aristotle on Justice, Friendship, and Virtue

July 6-August 7, 1998 (5 weeks)
Randall R. Curren
Department of Philosophy
University of Rochester
Rochester, NY 14627
(716) 275-4105
e-mail: [rcrn@troi.cc.rochester.edu]

Visions of the Dark Years: Literary and Cinematic Portraits of the German Occupation of France, 1940-44

June 22-July 24, 1998 (5 weeks)
Richard J. Golsan and Nathan Bracher
SCMLA, English Department
Texas A&M University
College Station, TX 77843-4238
(409) 845-2124
e-mail: [rjgolsan@tamu.edu]
(Seminar Location: Paris and Caen, France)

Dante's *Commedia*

June 29-July 31, 1998 (5 weeks)
Ronald Herzman
Department of English
1 College Circle
State University of New York
Geneseo, NY 14454
(716) 245-5273
e-mail: [herzman@unc.cc.geneseo.edu]
(Seminar Location: St. John's College, Santa Fe, New Mexico)

The Social History of the Reformation

June 29-July 31, 1998 (5 weeks)
Mack P. Holt
Department of History (3G1)
4400 University Drive
George Mason University
Fairfax, VA 22030
(703) 993-1250
e-mail: [mholth@gmu.edu]

SUMMER INSTITUTES FOR SCHOOL TEACHERS

Worlds of the Renaissance'

July 5-July 31, 1998 (4 weeks)
Albert Rabil, Jr.
324 Post Ave. 9H
Westbury, NY 11590
(516) 997-6917
e-mail: [arabil@sprintmail.com]
(Institute Location: New York University)

Vergil and the Augustan Age

July 6-July 31, 1998 (4 weeks)
Peter L.D. Reid
Department of Classics
Tufts University
Medford, MA 02155
(617) 627-3213
e-mail: [preid@infonet.tufts.edu]

**Please note the
change in address
for the
AATF WEB
PAGE**

<http://aatf.utsa.edu>

LES STAGIAIRES DE L'INSTITUT D'ÉTÉ 1997

Née en Pologne, **Rosemary Clark** a fait des études à Philadelphie, à New York, au Texas, et en France. Elle a obtenu une maîtrise et un doctorat en français de l'Université du Texas. Actuellement, elle est professeure de français à Alamo Heights High School à San Antonio. Le titre de son projet est "Enseigner la langue et la culture françaises à travers l'époque de la Résistance." Elle utilisera les films *Au Revoir les enfants* et *Le Dernier Métro* accompagnés de documents authentiques recueillis à l'Institut Lumière et au Centre d'Histoire de la Résistance et de la Déportation à Lyon.

Judy Eastwood enseigne le latin et le français à Webb Middle School à Knoxville, TN depuis quinze ans. Elle s'est spécialisée en français à Wheaton College (MA) et a obtenu une maîtrise de l'Université du Tennessee. Elle prépare son projet sur les vestiges romains à Lyon. Elle a fait des recherches sur l'histoire romaine de la ville à travers les traces romaines qui restent comme le Théâtre antique, l'Amphithéâtre des Trois Gaules, et le Musée Gallo-romain. Elle veut que ses élèves comprennent l'importance de l'histoire de cette région et la valeur que met la ville de Lyon sur son patrimoine gallo-romain.

Barbara Eaton enseigne dans un lycée privé à Worcester, MA où elle est chef du département de langues étrangères. Le sujet de son projet est le Guignol, marionnette créée à Lyon au début du 19^{ème} siècle. Symbole de l'esprit lyonnais aussi bien qu'observateur et critique de la société, il garde la même fonction depuis sa création. Elle a visité les théâtres et musées consacrés au Guignol à Lyon et a même eu l'occasion d'assister à une répétition pour une nouvelle pièce qu'on va présenter pendant l'année scolaire. Elle a demandé l'avis des enfants aussi bien que celui des responsables.

Ayant commencé sa carrière dans le Maryland et passé 4 ans à enseigner dans le New Jersey, **Nancy Gorman** travaille depuis 1991 à Arundel Middle School dans la banlieue de Baltimore. Quoiqu'elle ait fait des voyages au Québec, ce séjour a représenté son premier voyage en France. Elle dit que son séjour à Lyon "a énormément élargi [ses] connaissances culturelles et linguistiques." Nancy a choisi comme thème de son projet "La Jeunesse." Elle a trouvé dans la ville de Lyon un panorama riche d'expériences pour les jeunes—Fête du Cinéma, le Guignol, spectacles gratuits, et la Coupe du Monde qui viendra en 1998.

Professeure de lycée à Atlanta depuis 18

ans, **Marsha Jackson** a été Professeure Lauréat du Grand Concours depuis 1989 jusqu'en 1997. Elle tient une maîtrise de Georgia State University. Elle était membre du comité pilote local pour les *Standards in Foreign Language Education*. Pour son projet, elle a choisi d'étudier des "bouchons," type de restaurant propre à Lyon. Entre autres recherches, elle a dîné dans plusieurs bouchons, pris un grand nombre de photos dont elle a créé des transparents, et interviewé le propriétaire d'un bouchon.

Professeure de français depuis 1988 à Western Oregon University à Monmouth, OR, **Alice Trower Kirk** se passionne pour le théâtre, l'opéra, la musique classique et tout ce qu'on appelle la culture avec un "C majuscule." Pour son projet elle développe un cours sur l'histoire de l'art français. Puisque la plupart des gens connaissent déjà l'impressionnisme, elle s'est concentrée sur le néo-classicisme afin de mieux comprendre la révolution que représentait l'impressionnisme dans le monde de l'art du 19^{ème} siècle.

Karen Lewis est professeure à Central Junior High School à Forest Lake, MN où elle enseigne le français et l'anglais. Elle aime voyager, jardiner, et faire la cuisine. Elle a choisi comme thème de son projet, "Sauvez la Terre" et elle a visité une déchetterie à Lyon et a trouvé une chanson, des images et plusieurs textes authentiques à propos de l'environnement pour lesquels elle développe des activités d'exploitation pour des débutants.

Professeure de français à Ankeny, IA, **Pamela Lund** enseigne actuellement dans un *middle school*. Elle a obtenu un B.A. en français et une maîtrise en éducation. Son projet pédagogique avait comme thème les sports, surtout le Tour de France et la Coupe du Monde en 1998. Elle a eu l'occasion de voir une étape du Tour de France qui passait dans les Alpes pendant son séjour à Lyon et a interviewé le responsable des relations médiatiques pour la Coupe du Monde de Football à Lyon. Elle a pu ramasser une grande quantité de documents authentiques. D'autres sports qu'elle a étudiés incluent les boules, le football américain en France, et le rugby.

Laurel Mayo d'Arlington, TX enseigne actuellement à Nolan Catholic High School à Fort Worth. Elle a obtenu une maîtrise en français à l'Université du Texas à Arlington. Elle est trésorière du Chapitre du Texas du Nord de l'AATF. Son projet vise à explorer l'industrie de la

soie à Lyon. L'histoire des soyeux du 19^{ème} siècle fait partie de la notion du patrimoine qui est bien évidente à Lyon aujourd'hui. Elle a rassemblé une collection de documents authentiques qui montrent l'étendu de l'influence de cette industrie et illustrent comment le passé, le présent, et le futur s'entrelacent dans la vie culturelle des Français.

Salwa Mishriky a un doctorat de l'Université de la Caroline du Nord à Chapel Hill. Elle est l'auteur de deux livres, *Le Costume de déguisement et la théâtralité de l'apparence dans le "Bourgeois Gentilhomme"* et *"Le Misanthrope" ou la philanthropie de l'honnête homme classique*. Égyptienne d'origine, elle prépare un projet sur l'influence coloniale de la langue française dans plusieurs pays arabes. L'imposition du français dans les écoles, dans l'administration et la justice, et dans les domaines économiques et techniques a eu un impact assez vaste sur les cultures de ces pays.

Mary Moermond a reçu une maîtrise de littérature française de l'Université d'Iowa. Elle est professeure de français depuis 18 ans à Johnston High School dans la banlieue de Des Moines. Elle a fait des stages NEH à l'Université de Kansas State et à Paris, et en 1996 a reçu une bourse de l'Ambassade de France pour passer le mois de juillet à Saint-Pierre-et-Miquelon. Son projet s'intitule, "L'Industrie de la Soie à Lyon" et offre une gamme d'activités pour différents niveaux, allant du débutant au plus avancé. Par moyen de brochures, de diapositives, d'une interview, de photos, et d'autres documents accompagnés d'activités d'exploitation, elle essaie d'inciter la curiosité des élèves sur l'industrie de la soie.

Professeure de français et d'espagnol à l'Université Xavier à la Nouvelle Orléans, **Carmen Villegas Rogers** a un doctorat en pédagogie des langues étrangères de l'Université de Géorgie. Originaire de Colombie, elle étudie "La Présence latino-américaine à Lyon." Le but du projet est de montrer aux étudiants comment cette présence se manifeste dans plusieurs domaines. À partir de recherches, d'interviews, d'observations et de documents recueillis sur place, elle essaie de vérifier non seulement les manifestations de la culture hispano-américaine dans les médias, la musique, la danse, et la vie quotidienne à Lyon mais aussi les aspects culturels qui attirent les Français vers une

Continued on page 27

AATF SUMMER INSTITUTE IN FRANCE

Application deadline: Monday, February 2, 1998

AATF is pleased to announce the 1998 summer scholarship program in France. Twenty-four AATF members will be chosen from a national competition to participate in the four week program. The French Cultural Services will provide funds for a three week immersion program in Lyon, France, including room and board, instructional courses and most travel within France. In addition, plans are being made for a one week experience in another region of France.

The participants will be assisted and accompanied by Jayne Abrate, AATF Executive Director. The program in Lyon is organized by the Centre International

d'Études Françaises, Université Lumière – Lyon 2. Scholarship recipients should be prepared to pay for partial travel expenses not covered by AATF.

Applicants must be:

- teachers of French currently employed in elementary or secondary schools or colleges and universities, up to and including the rank of full professor.
 - teachers who plan to continue teaching French during 1997-8 and for at least five more years.
 - US citizens
 - members of AATF in good standing
- Preference will be given to those who

have not recently been awarded grants and who need an immersion experience in France.

The selection will be made by a national committee chaired by Jayne Abrate, Executive Director. Awards will be granted in accordance with the guidelines of the French Cultural Services and AATF. **Deadline for application is February 2, 1998.** Scholarship recipients and alternates will be announced by April 1, 1998.

Detailed information about the sessions in Lyon will be available in December. Interested individuals may also contact Jayne Abrate by e-mail at [abrate@siu.edu] or FAX (618) 453-5733.

1997 AATF SUMMER INSTITUTE

L'Institut d'été de l'AATF a eu lieu au Centre international d'études françaises (CIEF) de l'Université Lumière-Lyon 2 au mois de juillet. Vingt-trois stagiaires et leur accompagnatrice, Jayne Abrate, Secrétaire générale, ont passé quatre semaines inoubliables en France. La majorité des participants est arrivée le 30 juin, et malgré le décalage horaire, a passé la première journée à traverser la ville à pied, en métro, en bus à la recherche d'un titre de transport, du déjeuner à la Résidence Alix, et des banques et supermarchés. Le personnel enseignant du CIEF, Robert Bouchard, Claire Martel, Jean-Yves Loquen, et Annick Spay, ainsi que les intervenants venus de l'extérieur ont créé un programme chargé, passionnant, et pratique dont profitent déjà les élèves. Notre président Albert Valdman nous a rendu visite et a présenté deux conférences sur la linguistique. Indiana University offre encore une fois des unités de valeur aux stagiaires. Nos collègues algériens, polonais, roumains, grecs, chypriotes et autres américains ont partagé les lieux, les excursions et les échanges à l'intérieur de et en dehors de la salle de classe.

La Résidence Villemanzy était un îlot de tranquillité et de confort où nous pouvions nous reposer après nos études et nos promenades, créer une vie de groupe, et apprécier de la terrasse une vue spectaculaire sur la ville. La totalité de nos expériences, agréables ou frustrantes, a contribué à une amélioration de la compréhension et de la connaissance de la culture française; que ce soient les rencontres dans les familles, les ballades presque quotidiennes à la Croix-Rousse, la visite d'Annecy sous la pluie, les funiculaires dont nous étions devenus des habitués, les grimées qui nous ont donné à tous des "mollets de fer," les démêlés avec l'administration française sous la forme du CROUS, le concert sous la pleine lune au théâtre antique de Fourvière donné par Maxime Le Forestier et Joan Baez, les promenades guidées dans le Vieux Lyon, à Fourvière, et dans les traboules de la Croix-Rousse.

Les participants ont bien commencé leurs projets pédagogiques, obligation du stage, que vous verrez décrits plus loin, et, leurs recherches ont conduit, comme prévu, à des rencontres mémorables—la

visite mal commencée et bien terminée de la déchetterie municipale, des bises de Chez Georges, les spectacles et ateliers du Guignol, le parcours de la soie, et un dimanche sur le Tour de France parmi bien d'autres exemples.

Cependant, les stagiaires ont cité comme événement le plus marquant du séjour, la visite privée du Château de Vaurenard. La vie et l'histoire du château racontées par le propriétaire, Monsieur de Longevialle, suivies de la visite des chais conduite par son fils et accompagnée d'une dégustation de leur bon Beaujolais, ont créé des souvenirs que nous garderons longtemps en mémoire. En fait, ce vin a bien arrosé la fête de fin de stage que nous avons organisée à la Résidence, à titre de remerciement, à nos collègues du CIEF. Nous sommes tous très reconnaissants à Aliette Jeannez de nous avoir arrangé cette visite.

Nous espérons que ces aperçus vous donneront envie de poser votre candidature pour l'Institut de 1998. Pour obtenir plus de renseignements, vous pourrez parler aux stagiaires de 1996 pendant les deux sessions organisées à cet effet à Nashville.

1998 AATF SUMMER INSTITUTE IN FRANCE

APPLICATION FORM Deadline: February 2, 1998

AATF Region #(1-9) _____

Self-assessment of linguistic competence (Check one) _____ moderate _____ high

Name _____
Last First Middle Maiden

Social Security Number _____

Home Address _____
Number and Street City State Zip

Telephone: Home: ____ / ____ Best time(s) to call _____

Work: ____ / ____ Best time(s) to call _____

Fax Number: (home or institution): _____

Institution of employment: _____

Institutional Address _____
Number and Street

City State Zip

Level of French taught: _____ Elementary _____ Secondary _____ Post-secondary

In 1997-98: Number of French classes _____ Number of French students _____

Level of French classes taught: _____

Other subjects taught: _____

AATF Chapter Name/Location: _____ President: _____

Continuous member of AATF for _____ years, including 1998 (Preference is given to those with two or more years of consecutive membership.)

U.S. citizen _____ Yes _____ No Place of birth: _____
City State Country

Date of birth: _____ Age as of 1 July 1998: _____

Have you ever applied for an AATF scholarship? _____ Yes _____ No If yes, year _____

Have you ever received an AATF Summer Scholarship? _____ Yes _____ No If yes, year _____

Have you ever received a scholarship/fellowship for study in a Francophone country? _____ Yes _____ No

If yes, year _____ Location _____ From what organization? _____

Please respond to the following questions on a separate sheet. Indicate your name at the top of each page. Be sure to sign the bottom of this sheet and to include it with your application.

I. ACADEMIC PREPARATION

A. Institution (List all colleges/universities attended.)

Semester/Quarter credit hours in French Degree (Type and Major) Inclusive dates

II. TEACHING EXPERIENCE

Years (inclusive dates) Institution Location (City, State, Zip)

III. CURRICULUM VITAE SUPPLEMENT (OPTIONAL)

List any other professional contributions or activities which have not been indicated in your application. (3 pp max.)

IV. RECOMMENDATIONS

List name, address, telephone and fax numbers of the three individuals who will be writing a recommendation in support of your application.

V. ESSAYS

A. Describe in English your immediate and long-range professional plans as a teacher of French or supervisor.

B. Comment pensez-vous vous servir de l'expérience apportée par ce stage? Soyez aussi précis que possible. Répondez en français.

VI. RECOMMENDATIONS

A. Request THREE recommendations, one from your principal, dean or department head, one from another person who is familiar with your work and ability, and one for your AATF Chapter President or, in the case of at-large members, from your Regional Representative. The recommendations should address the following points:

1. Your contributions to your institution and to the profession
2. Your interaction with students, colleagues and others
3. Your flexibility and openness to new experiences, increasing demands and change
4. Your linguistic competence, if applicable

B. Have your recommender send the original letter PLUS FIVE COPIES directly to Jayne Abrate, Executive Director. Each applicant is responsible for verifying that the recommendations have been sent and received by the deadline, February 2, 1998.

VII. Include one SELF-ADDRESSED POSTCARD with appropriate postage with your application. The AATF Summer Scholarship Chair will return the card to you as verification that your completed application has been received.

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS ACCURATE AND COMPLETE.

SIGNATURE OF APPLICANT _____ Date _____

N.B. Only applications from U.S. citizens can be considered. There is no maximum age limit but date of birth is required by the agencies supporting the programs.

Please read the description of the AATF Summer Institute Scholarships in the November 1997 issue of the *AATF National Bulletin*. Applicants are urged to contact AATF National Headquarters to be placed on the mailing list for announcing additional details about this summer program as they develop. Please type all information on the two-page form and attach additional pages as needed. Kindly make 6 separate sets of your materials and staple each set.

ALL MATERIALS, original application form, 5 copies of the application form, 3 letters of recommendations with 5 copies each are to be sent to: Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: 618-453-5731; Fax: 618-453-5733; e-mail: abrate@siu.edu

Deadline: February 2, 1998

DOCUMENTS PREPARED BY THE AATF TASK FORCE ON THE PROMOTION OF FRENCH

Updated September, 1997

I. Surveys

- Results of the survey on the status of French in the U.S (September, 1995*)
- Survey on the use of media and technology in the teaching of French (results, recommendations, and French web sites available at www.umbc.edu/France-TV, click under "Media/tech." (July, 1996).
- Survey on recruiting college students (September, 1997*).

II. Flyers

- Enrich Your French Program (November, 1995*)
- Facts on France: France is Science (January, 1996*)
- Meet National Standards: Participate in multilingual communities at home and around the world (January, 1996*)
- Discover France on the World Wide Web (April, 1996*)
- Facts on France: Technological Innovations (September, 1996*)
- Why Learn French? (10 reasons) (November, 1996*)
- Testimonies from former students who use French in non-teaching professions (January, 1997*)
- Yearly calendar of activities to promote French and recruit students (April, 1997*)
- Color flyer on the promotion of French (1997, available from AATF headquarters)
- *La fête des rois* (November, 1997*)

III. Guides and packets

- The Olympics (1995, available from AATF headquarters)
- Services provided by embassies from French-speaking countries, short version (April, 1996*)
- Suggestions for Attracting FLES* students (1996, available from the AATF National FLES* Commission and the AATF headquarters)
- *The Travel Guide* (1997, available from AATF headquarters)
- *Support From Embassies*, directory of services provided by US embassies from French-speaking countries (1997, available from AATF headquarters)

IV. Sample activities

- Activities That Work (on-going column in *AATF National Bulletin*)

V. Letters

- Letter to convince school administrators (April, 1996*)
- Letter from Mr. Candide Soci, former French Education Attaché in New York, addressed to students of French (September, 1996*)

AATF TASK FORCE DOCUMENTS IN PROGRESS

I. Guides, packets, and directories

- Directory of local groups promoting French in the US
- Folder with activities that work
- Folder on successful French programs and teachers

II. Task Force complete promotional packet

This packet will include all the documents listed above and the AATF video "Open Your World With French" (available in 1998).

*Month and year refer to issues of the *AATF National Bulletin*.

Please note the new address of the AATF headquarters when ordering documents:
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NATIONAL EDUCATION POLITICS: WILL MODERATION TRIUMPH?

Before leaving for the August recess, Congress passed and the President signed what are being touted as "historic" five-year tax relief and balanced budget bills. The compromise tax relief legislation contains approximately \$41 billion in education breaks. There are tax deductions for technology contributions to schools and public-private cooperation for renovation, repairs and new equipment in low-income schools. Tax credits of \$1,500 are provided for the first two years of higher education and up to another \$2,000 beyond that.

Also, the House and Senate Appropriations Committees both approved bills that would significantly increase federal education spending for fiscal year 1998. H.R. 2264 increases the Department of Education's budget from \$29.47 billion to \$34.27 billion. The Senate bill, S. 1061, would increase the federal education budget to \$33.99 billion. The leadership in both houses have serious and vested interests in completing the appropriations process prior to the end of the fiscal year on September 30 in order to avoid another financial fiasco similar to the one that so embarrassed the 104th Congress.

Education apparently is "in". One of the clearer lessons of the 1996 elections was that American voters consider education an important national issue to be addressed with moderation and nonpartisanship. In devoting almost half of his State of the Union address to education, the President successfully tapped a popular issue and made education a *sine qua non* for negotiations and compromises about balancing the budget and tax relief. It is interesting to note in the 105th Congress how many of the revolutionaries of the right who in the 104th were attacking the Department of Education, slashing education funding, and railing against teachers, schools, higher education and the education establishment were misunderstood, misquoted and unfairly maligned. In the current political environment where conspiracies (or the suspicion thereof) now abound, partisan bickering quickly degenerates into ideological warfare, and coalitions as small as eleven legislators (or one Committee Chairman) can hold the government's business hostage, the question must be raised: are these conversions to the cause of education real or simply the latest "spin"?

One of the best ways to assess the reality of national support for education is to examine the bottom line—money. The current appropriations bills seem to indicate that there is indeed general, overall support for education. The nature of this

support, however, is a very mixed bag. The tax breaks for education and next year's significant increase in federal education funding have already been noted. The President's request for increased funding for school reform has apparently fallen on deaf ears in Congress with the House Committee slightly decreasing and the Senate Committee slightly increasing spending for Goals 2000. Unfortunately, neither house agreed to his request for increased spending for professional development. The proposed America Reads Challenge does receive the \$260 million requested and technology funding will be doubled to somewhere between \$425 and \$460 million. The President's requests for increased spending for bilingual education and immigrant education appear to have been honored, but there is disagreement between the House and Senate over increased support for disadvantaged students.

Turning now to the federal programs that are of importance to the language and international studies communities, they also are a mixed bag. Our support finally appears to be relatively solid but by no means automatic. At a time when small federal programs under \$10 million are in trouble and are seen as targets for offsetting some of the big increases, the Foreign Language Assistance Program continues to survive. For the first time in FLAP's existence, the House Appropriations Committee agreed to \$5 million in funding. Perhaps this indicates that FLAP no longer has to fear for its existence each year and can begin to incrementally work its way back to its high point of \$10.9 million. Higher Education's Foreign Language and International Education Programs may serve as an example that provides a cause for optimism for the fledgling FLAP. In FY 1998, these programs will receive a modest increase to somewhere between \$60.25 and \$60.35 million. They were funded at about \$17 million a dozen years ago and were regularly proposed for elimination during most of the 1980s. The National Endowment for the Humanities probably will be level-funded at about \$110 million, but the House voted to eliminate funding for the National Endowment for the Arts. Other programs that support foreign languages such as FEE, FIPSE and Star Schools face disagreements about funding between the House and Senate, but their continued existence seems likely, for now.

J. David Edwards, Ph.D.
Executive Director,
JNCL-NCLIS

BCLE INFORMATIONS

Le Bureau de Coopération Linguistique et Éducative de San Francisco se renouvelle. En effet, Vincent Burgatt termine sa mission à la fin du mois de septembre. Il sera remplacé par Mehdi Bendahou dans les fonctions d'Adjoint-Attaché Linguistique.

Comme chaque année, le BCLE organisera des stages et ateliers de formation pédagogique avec le double objectif d'explorer l'outil Internet et ses applications dans la classe de langues. Les thèmes porteront sur le Français des Affaires, le Français du Tourisme, la culture et la civilisation françaises.

Trois expositions itinérantes seront mises à votre disposition: La Bande Dessinée, Littératures du Maghreb, Le Zaïre (actuellement République du Congo). Écrivez-nous pour obtenir les informations concernant les conditions de prêt.

Nous vous rappelons que notre bureau gère également les appariements scolaires et la correspondance Internet avec des établissements français dans le cadre des échanges scolaires. Pour tout renseignement, contactez notre bureau.

Pour recevoir la documentation disponible au BCLE (y compris les informations concernant les demandes de bourses et les informations sur les examens DELF/DALF) nous vous invitons à vous adresser au BCLE et d'envoyer une enveloppe adressée à votre nom et timbrée à 5 dollars au:

Bureau de la Coopération
Linguistique et Éducative
Consulat Général de France
540 Bush Street
San Francisco, CA 94108

Et bon courage à tous!

Patrick Charrière
Attaché Linguistique
Ouest États-Unis

SCOLT NAMES NEW EXECUTIVE DIRECTOR

The Southern Conference on Language Teaching (SCOLT) has recently announced the appointment of Lynne McClendon, co-ordinator of foreign languages for Fulton County, Georgia (Atlanta), as their new Executive Director. She may be reached by mail at: 165 Lazy Laurel Chase, Roswell, GA 30076 or by E-mail at [lynemcc@mindspring.com].

Lee Bradley, former SCOLT Executive Director will continue working with SCOLT publications. He can be reached at: Valdosta State University, Valdosta, GA 31698. Telephone: (912) 333-7358. Fax: (912) 333-7389. E-mail: [lbradley@valdosta.edu]. Web site: [http://www.valdosta.edu/scolt/].

CALENDAR OF EVENTS

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1997, Toronto, Canada. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863; E-mail: [convention@mla.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING in conjunction with FOREIGN LANGUAGE ASSOCIATION OF GEORGIA: February 26-28, 1998, Historic District, Savannah, GA. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. E-Mail: [lynnemcc@mindspring.com].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, March 14-17, 1998, The Madison Hotel, Seattle, WA. Information: AAAL, P.O. Box 21686, Eagan, MN 55121-0686, MN 55124. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aaal.org]. Internet: [http://www.igor.lis.wisc.edu/aaal/].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES: March 17-21, 1998, Seattle, WA. Information: TESOL 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [conv@tesol.edu]. Web site: [http://www.tesol.edu]

FOURTH ANNUAL CAROLINA CONFERENCE ON ROMANCE LITERATURES: March 19-21, 1998, University of North Carolina at Chapel Hill, NC. Information: Alain-Philippe Durand, Dept. Of Romance Languages, CB# 3170 238 Dey Hall, University of North Carolina, Chapel Hill, NC 27599-3170. FAX: (919) 962-5457. E-mail: [adurand@email.unc.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: March 26-29, 1998, Milwaukee, WI. Information: CSCTFL, Rosalie Cheatham, University of Arkansas at Little Rock, 2801 S. University Ave., AR 72204. Telephone: (501) 569-8159. FAX: (501) 569-3220. E-mail: [rmcheatham@ualr.edu].

8th ANNUAL CONFERENCE OF THE NORTH AMERICAN ASSOCIATION OF CHRISTIAN FOREIGN LANGUAGE AND LITERATURE FACULTY, April 2-4, 1998, Eastern College, St. Davids, PA. Information: Pat Boehne, Eastern College, St. Davids, PA. Telephone: (610) 341-5899. E-mail: [pboehne@beacon.eastern.edu].

L'ÈRE DE BAUDELAIRE: SYMPOSIUM HONORING CLAUDE PICHOS: April 3-4, 1998, Vanderbilt University. Information: Patricia A. Ward, Department of French and Italian, Box 6312B, Vanderbilt University, Nashville, TN 37235. Telephone: (615) 322-6900. FAX: (615) 343-6909. E-mail: [wardpa@ctrvax.vanderbilt.edu].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: April 16-19, 1998, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977. FAX: (717) 245-1976. E-mail: [neconf@dickinson.edu].

PACIFIC NORTHWEST COUNCIL FOR LANGUAGES: April 24-26, 1998, Boise. Information: PNCFL, Foreign Languages and Literatures, Oregon State University, 210 Kidder

Hall, Corvallis, OR 97331-4603. FAX: (541) 737-3563; E-mail: [verzascr@cla.orst.edu].

CONGRÈS INTERNATIONAL SUR LES "TENDANCES EN ENSEIGNEMENT ET APPRENTISSAGE DES LANGUES SECONDES": May 20-23, 1998, Ottawa, Ontario, Canada. Information: Telephone: (613) 520-7090. FAX: (613) 520-2141. E-mail: [trends_tendances98@carleton.ca]. Internet: [www.carleton.ca/slais/trends_tendances98].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH: JULY 23-26, 1998, Montreal, Canada. Information: Jayne Abvate, Executive Director, AATF, Department of Foreign Languages and Literatures, MC4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731. FAX: (618) 453-5733. E-mail: [abrate@siu.edu] or [abrate@aol.com].

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA: October 27-31, 1998. Information: Mary Lynn Redmond, 6 Sun Oak Court, Greensboro, NC 27410. FAX: (910) 759-4591. E-mail: [redmond@wfu.edu].

AMERICAN COUNCIL OF THE TEACHING OF FOREIGN LANGUAGES: November 20-22, 1998, Chicago, IL. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830. FAX: (914) 963-1275. URL: [http://www.infi.net/~actfl].

MODERN LANGUAGE ASSOCIATION OF AMERICA: December 27-30, 1998. Information: MLA, 10 Astor Place, New York, NY 10003-6981. FAX: (212) 477-9863. E-mail: [convention@mla.org].

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connaissance de l'Amérique latine.

Jeannine Waters, qui enseigne le français au lycée de Harrisonburg, VA a fait ses études universitaires de français au Colorado. Elle a obtenu une maîtrise en éducation élémentaire à De Paul University à Chicago. Le stage de l'AATF représentait la première occasion qu'elle a eu d'étudier dans un pays francophone. Elle a choisi comme sujet de projet le Guignol. Elle va exploiter une sélection de documents qui comprennent une vidéo d'un spectacle, une interview avec des enfants lyonnais, des cartes postales, des diapositives d'un atelier de fabrication de marionnettes pour enfants, et des textes écrits.

Maureen Bennani enseigne à Jonas Clark Middle School à Lexington, MA. Elle a préparé une maîtrise à l'Université de Paris "il y a des années." Dans le cadre de son projet pédagogique elle a étudié la restauration rapide en France. Elle a ramassé des documents authentiques de

McDonalds, Pizza Hut et Quick à Lyon et a passé une heure à interviewer un directeur du grand McDo, Place Bellecour.

Les autres stagiaires et leurs projets sont:

Elaine Balogh, Wayne State University, NE

"Les jeunes en France"

Denise Bérubé-Mayone, Rochester School, VT

"Les loisirs des jeunes"

Kavin Cahill, LaGrande High School, OR

"Les lyonnais et la nature"

Todd Chowan, Normandale French Immersion School, Edina, MN

"La poste"

Maria Delgado, Academia San José High School, Puerto Rico

"L'histoire gallo-romaine de Lyon"

James Murphy, Interlochen Arts Academy, MI

"Maxime Le Forestier"

Allison Sheppard, Spotsylvania High School, VA

"Les noms de rue à Lyon"

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11. *Attracting French FLES* Students.* Gladys Lipton, Editor, July 1996. \$9.00 post-paid.

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