



NATIONAL FRENCH WEEK: *LA SEMAINE DU FRANÇAIS* NOVEMBER 4-10, 1999



As teachers across the country prepare to celebrate National French Week, we decided to put together this special issue of the *National Bulletin* devoted to ideas and suggestions for bringing French in all its many manifestations **out** of the classroom and into the larger community. We hope this publication will serve as a manual for promoting French during National French Week and throughout the year. We want to show the public that French is still a viable, valuable choice for language study, that our students can do things with the language, and that French remains one of the major world languages as we approach the 21st century.

To facilitate the organization of National French Week, we have assigned a theme to each day:

Thursday, November 4 - Cuisine

Friday, November 5 - the Arts,
Arts and Crafts

Saturday or Sunday, November
6-7 - Community Events

Monday, November 8 - Sports,
Games, and Traditions

Tuesday, November 9 - Science,
Technology, and Careers

Wednesday, November 10 -
Music and Dance

These themes as well as the ideas contained in this issue are suggestions to help members organize festivities. Teachers are free to pick and choose other themes and activities better suited to their interests and situations. We ask only that anyone organizing a National French Week activity take French **out** of the classroom, involve students in using the language and showing what they can do, and do everything possible to attract the attention of the media, from local newspaper coverage to cable outlets, radio stations, and local television stations. If you ordinarily sponsor some kind of promotional or public event, schedule it during National French Week this year. Invite target groups of potential supporters—parents, administrators and coun-

selors, school board members—to any special event or activity which offers good publicity for French. Get high school students into the lower grades to teach what they know, perform, or do a presentation to younger children. Always try to involve the media in any noteworthy undertaking by students.

Consult with local theater departments, concert organizers or music departments, dance troupes, museums and galleries, or movie theaters to convince them to arrange any performances with a French-flavor during National French Week. This type of effort needs to be started immediately, be-

Additional copies are available (see page 16 to order) while supplies last. Order more and place them in your community: in grocery stores, French-related businesses, at the mall. In addition, you can order an AATF Promotional Kit for National French Week (see page 16) and distribute flyers and promotional items (see page 24) to prospective students and their parents.

The AATF Web site [<http://aatf.utsa.edu/>] contains supplementary information as well as useful articles from this and past issues of the *National Bulletin* that can be downloaded or printed. Updates on Key Sites and other activities will be added as information becomes available.

Remember these important tips: (1) Take French **out** of the classroom; (2) Involve your students in promoting French; (3) Invite parents, counselors, administrators, school board members, journalists, and local politicians to observe your students at work and, more importantly, to participate in National French Week activities; (4) Publicize before, during, and after the events that you organize; (5) Convey to the public why it is fun, useful, exciting, rewarding, romantic to learn

MOVE French OUT of the classroom.
NETWORK with Francophones and Francophiles in your community.
COLLABORATE with other teachers.
CELEBRATE all things French.
DEMONSTRATE what your students can do.
ADVOCATE for the continued presence and growth of French in your school and com-

cause events may already be scheduled, but you may still find some flexibility.

Obviously, no teacher has the energy or time to organize a major event on every day of National French Week. Pick one or two events to focus on, and use smaller, less-involved activities to celebrate the other days. Better yet, collaborate with colleagues in your school or school district, in nearby colleges and universities, or within your AATF chapter to organize different events to which everyone is invited for a round-robin effect.

In the center of this issue you will find a poster advertising National French Week. Display it in a prominent place in your school.

French.

A special thanks goes to all those who contributed to this issue: Jayne Abrate (IL), Joyce Beckwith (MA), Brenda Benzin (NY), Martine Combemale (MD), Jacqueline Donnelly (MI), Thomas Field (MD), Nancy Gadbois (MA), David Graham (NY), Claudia Hommel (IL), Elizabeth Joiner (SC), Marie-Christine Koop (TX), Gladys Lipton (MD), Mary Jo Netherton (KY), Robert "Tennessee Bob" Peckham (TN), Jean-Pierre Piriou (GA), Davara Potel (OH), Linda Reed (WA), Jo Ellen Sandburg (IL), Harriet Saxon (NJ), Margot Steinhart (IL), Jacqueline Thomas (TX), Brian Thompson (MA), and Janet Caldwell (TX) who designed the poster.

HONOR ROLL OF NATIONAL FRENCH WEEK SUPPORTERS

We would like to thank the following organizations for their contributions in support of National French Week.

- **The Cultural Service of the French Embassy** has provided a grant of 50,000 Francs which has allowed us to include a copy of the promotional poster for National French Week in the center of this issue.

- The **Government of Québec, Ministère des Relations Internationales** is providing scholarships and prizes which will allow us to organize numerous competitions and contests during National French Week and provide prizes to the winners.

- **National Textbook Company/Contemporary Publishing** has contributed \$1000 to National French Week.

- **Holt, Rinehart & Winston** provided photographs of France and the French-speaking world which have been included on the poster.

- **Tourisme Québec** provided the photograph of *Bonhomme Carnaval* which was included on the poster.

- **Maison de la France** supplied the photograph of the *TGV* on the poster.

- **Mountain View Community College** in Dallas, TX provided half the cost of the design of the poster.

An updated list of donors will appear in the September *National Bulletin*. Be sure to thank them for their support of French.

NEW FRENCH WEEK GRANTS FOR KEY SITES

Some additional funding is now available for chapters/cities wishing to become Key Sites for National French Week. Chapters may apply for a specific city to be named a Key Site. Those wishing to apply for key site status should collaborate with other organizations such as the local French consulate, *Alliance Française*, French and Francophone businesses and seek outside support for their activities, whenever possible. Applicants must agree to publicize the events sponsored during National French Week and actively seek coverage by local media. Minimum requirements: (1) a proclamation from the mayor or chief officer of the city (see sample on page 30); (2) a plan for contacting and involving representatives of the media; (3) an official public ceremony/reception/performance involving students. Up to 8 grants of \$500 are available for Key Site cities. No matching funds are required, and any chapter may apply.

Applications, which must include a 2-3 page description of the activities which are planned and a list of strategies for publicizing the events to participants and media, must be received at National Headquarters by **August 1, 1999**.

FRENCH WEEK GRANTS

We are happy to announce the following chapters which have applied for and received National French Week grants to sponsor activities to promote French.

- The Florida Chapter received \$500 to organize activities throughout the state.

- The Kentucky Chapter was awarded \$500 to sponsor a musical performance by Lilliane Labbé and Don Hinkley.

- The Maryland Chapter received \$365 for planning and organization of a *Soirée francophone dansante et culturelle*.

- The New Jersey Chapter will use \$500 to organize two concerts by Jacques et Marie.

- The Region I Chapters (Metropolitan New York, Nassau, Suffolk, and Westchester) have been awarded \$500 each to organize a series of round-robin events including concerts, a film festival, a sports day, and an immersion day.

- The Southern California Chapter will use \$500 to organize a Francophone cultural festival.

- The Vermont Chapter received \$500 to sponsor a musical performance by Josée Vachon.

- The Washington/Alaska Chapter will have \$500 to participate in *Le Monde francophone* Internet Simulation Project.

In addition, the North Texas Chapter has requested that Dallas be named a Key Site for National French Week. In agreeing to become a Key Site, chapters must collaborate with other local French groups such as the French Consulate or *Alliance Française* and work closely with media sources to spotlight National French Week.

HOW TO USE THIS ISSUE

In this issue you will find, in addition to the promotional poster, a sample mayoral proclamation and press releases, ideas for celebrating each theme of National French Week, suggestions for events and activities at the college and university level, suggestions for locating and using community resources, a bibliography of useful materials, and a list of Web sites.

Many of the ideas and events overlap and can be used to promote several themes or reach diverse audiences. Adapt them to your situation, interests, and target audience.

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Volume 24 Number 5 **AATF NATIONAL BULLETIN** May 1999

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2324 Park Avenue, Apt. 34, Cincinnati, Ohio 45206; FAX: (513) 861-5572. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Periodicals postage paid at the Carbondale, IL Post Office.

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

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

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

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

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

USING COMMUNITY RESOURCES AND REACHING THE LOCAL MEDIA IN THE PROMOTION OF FRENCH

Our task as teachers of French is to promote National French Week in the community in as many creative ways as possible. The more media and community resources utilized, the more effective the campaign. We must repeat our message many times, blanketing the community with the news that "French Week is a community-wide celebration."

It is important to identify local French businesses. Many major metropolitan cities have French-American Chambers of Commerce. These are the folks to rally to the cause of *la Semaine du Français*. Research local companies with branches in Francophone countries. The *Alliance Française* and *les Services Culturels* of the French Consulates provide invaluable help for locating French professionals locally.

Ask businesses for small grants or an outright sponsorship of a National French Week Fair at your school. The creation of a National French Week Fair invites collaboration with other French teachers in the area and the chance to pool students and resources. Ask business people to come and share their experiences working in French companies or in the Francophone world.

A possible format could include (1) opening remarks by a local dignitary; (2) a brief keynote speech by a representative of a French company; (3) break-out sessions where students can meet in small groups with business people or former students using French in their jobs; and (4) a concluding general assembly where lots of door prizes are awarded. Ask local businesses to donate prizes.

Contact the mayor's office. The mayor is the most visible political figure in the community and should be amenable to supporting a community *Semaine du Français*. Ask that an official proclamation be done at City Hall on Wednesday, November 3 to announce the kickoff of the week (see sample proclamation on page 30). Have the proclamation printed in the local newspaper as well as the school newspaper. The media should cover this event, if possible, and the mayor's office may help you contact reporters who usually cover city hall activities. The proclamation should be displayed prominently in your school foyer.

The superintendent of schools plus the presidents of local colleges and universities should be drafted to support *la Semaine du Français* as well. Contact the Public Information Coordinator at these institutions and ask them to highlight National French Week in their publications and at board meetings. Arrange for students to attend these meetings and to present a short bilingual program

promoting National French Week. Ask parents to attend and lend support to the initiative.

Principals at every level should announce the theme in their buildings. Art work created by students can be displayed in store windows, fast-food outlets, and other businesses. Teachers in other disciplines should be contacted early in the year and asked to talk about France to inspire the artwork. Each picture displayed in town is an inexpensive ad for National French Week. Award prizes for the best work in categories, such as color, theme, or originality.

The Student Council often looks for themes during the fall semester. They might incorporate National French Week into a fund-raiser. French students could organize a bake sale with a French theme in return for publicity.

Local merchants meet monthly through the Chamber of Commerce and their own business groups. Ask to speak or have your students make a presentation at a meeting. They might be willing to include National French Week in their pre-holiday promotions in addition to supporting a National French Week Fair. Galleries and frame shops can feature student and professional artwork with French themes. Restaurants can highlight French specialties while bakeries could promote French bread, croissants, and desserts. Other merchants might welcome a contest in which customers purchasing a minimum of \$50.00 are entered into a contest for a free trip to Paris, Quebec, or a romantic local bed and breakfast. A travel agency might donate a travel package, since this type of promotion provides visibility. Even modest prizes such as free French lessons by French teachers could be offered.

The Chamber of Commerce should also be able to provide contacts for local senior citizen groups and service organizations who should be included in mailings asking for support.

Evenings at the Mall are prime time to reach a great number of people. If the mall will not donate space, it may be possible to rent a kiosk for a weekend to "sell" French. Divide the costs among a few local schools or French clubs to defray expenses. Create a multi-media display booth "selling" the idea that France and the French-speaking world are major players in the world today. Set up student-created displays with lively music, slides, movies on a continuously playing loop, or posters with themes. Students can volunteer to staff the booths in two-hour shifts and hand out inexpensive candy to attract passers by. This is an excellent opportunity for them to share their love of French and

their plans to use it in their future careers!

Prepare a flyer or order copies of *Speaking French: An Investment in the Future* (see page 31 to order) to distribute to the public including key facts about the French-speaking world, briefly documenting any French businesses in the region as well as local businesses with plants in French-speaking countries, and where French courses are taught in the area.

MEDIA SOURCES

Newspapers: Arrange a meeting with editors of local newspapers well in advance of November. Ask them to give extensive coverage to National French Week. Have a delegation of students provide information that can be used in advertisements and articles on the Francophone world. Ask them to cover National French Week events at your school. This is an excellent opportunity to focus on former French students working or living in a Francophone country or using French in their jobs.

Be clear in stating the need for public awareness and the appeal a promotional campaign would have to the community. Be insistent yet show a willingness to compromise. Bring letters from parents praising their child's French program and any other supporting evidence to show how French is an important part of the curriculum.

Television: Contact the news desk and ask to talk to the coordinator of segments geared to education and children's activities. Another good resource is community television. "French for Travelers" lessons could be featured in November with your students as teachers. In order to keep their FCC license, TV and radio stations must provide a certain number of hours of community programming per week. Contact your local stations for their policies.

Radio: Contact your community radio station(s) and ask them to broadcast the daily events of National French Week in the community or interview students about foreign travel experiences, for example.

Above all, **network!** Find out what jobs the parents of your students have and ask them to intercede for you.

Jacqueline Donnelly (MI)

JOIN FORCES WITH AT LEAST ONE OTHER TEACHER FOR NATIONAL FRENCH WEEK. IF EACH OF YOU ORGANIZE ONE MAJOR EVENT AND SHARE YOUR EFFORTS, YOU WILL ACHIEVE MORE VISIBILITY FOR LESS WORK!

COMMUNITY RESOURCES FOR THE PROMOTION OF FRENCH

Make use of the many resources in your community as you strive to promote French during National French Week and throughout the year. When looking for community support for your promotional activities, consider approaching the following groups:

- Chamber of Commerce, particularly if there is a chapter of the French-American Chamber of Commerce;
- local clubs and civic organizations such as Rotary Club, Kiwanis, Junior League;
- veteran's groups such as the American Legion and VFW;
- local or state historical societies or historical preservation groups;
- businesses with a French connection such as French bakeries, restaurants;
- businesses which sell French or Francophone products or have an interest in French-speaking matters such as travel agencies, grocery stores, import shops, book stores, publishers, department stores, art shops or galleries;
- other local businesses without an obvious French connection such as health clubs or gyms, florists, gift shops, fast-food outlets might agree to help with student projects;
- companies under French ownership or with subsidiaries in France;
- educational organizations such as other schools, local colleges and universities, business schools, computer training facilities;
- *Alliance Française*;
- local media outlets including newspapers, local magazines and other publications, city guides, local cable access, local television and radio stations;
- local or state arts societies or humanities associations;
- local movie theaters;
- local arts groups, orchestras, dance theatres, theaters;
- service providers like printers, food and beverage suppliers, hotels;
- French and Francophone agencies such as the French Cultural Services (see the January *National Bulletin* for addresses), the Quebec Delegation, Francophone representatives.

Things you can request from community resources:

- free or nearly free food/drink contributions for special events;
- discounts on printing programs, flyers, announcements, tickets;
- stickers, bookmarks, buttons, and other promotional items;
- discounts on ads in local publications;
- public service announcements on radio or local television;
- free or nearly free development of graphics and printing layouts;

- advice on marketing French;
- free or nearly free dissemination of information;
- free booklets in French about their operation;
- free or nearly free guest speakers;
- free or nearly free rooms for meetings or presentations;
- information about career opportunities for French speakers;
- monetary support.

Things you can do in return for support from community resources:

- decorate the lobby of a hotel, mall, board of education office, public library, grocery store;
- offer presentations by students including songs, skits, or presentations at meetings of civic associations, school board, and other special interest groups;
- extend invitations for a media tour of the school in French, food tasting competition, lessons in French taught by students either in school or at other sites such as department stores, *Francofête* or mini-Olympics;
- offer services such as short translations, cross-cultural advice, information about the French-speaking world;
- be visible with your students, if possible, at community events and celebrations.

Gladys Lipton (MD)
Jayne Abrate (IL)

**INVOLVE TARGET GROUPS
IN YOUR ACTIVITIES:
PARENTS, COUNSELORS,
ADMINISTRATORS,
FELLOW TEACHERS, THE
MEDIA, PUBLIC OFFICIALS,
POTENTIAL STUDENTS**



Students, faculty, and guests from the University of Missouri-Rolla at the dinner described to the right. Special guests represented France, Algeria, Turkey, and Argentina.

RECENT ARTICLES AND INFORMATION FROM THE AATF NATIONAL BULLETIN

These recent articles and texts may prove helpful as you prepare for National French Week. They have been posted on the AATF Web site [<http://aatf.utsa.edu/>] for your convenience.

- AATF Materials Center Page (every issue)
- Abrate, Jayne. "Petit Déjeuner à la française," Vol. 24, No. 2 (Nov. 1998).
- Art questions, Vol. 24, No. 3 (Jan. 1999).
- Beckes, Judy. "Cabaret," Vol. 24, No. 2 (Nov. 1998).
- Beckwith, Joyce & Jacqueline Donnelly. "Promotion in Motion," Vol. 24, No. 3 (Jan. 1999).
- Bradley, Lee. "Proverbes," Vol. 24, No. 1 (Sept. 1998).
- Carrier, Roch. "Cet abominable feuille d'érable," Vol. 23, No. 4 (April 1998) [short story].
- Chapter Activities, Vol. 24, No. 1 (Sept. 1998).
- Czarnecki, Donna. "Grant Report," Vol. 24, No. 4 (April 1999).
- Dean, Sherry. "Cajun Tour," Vol. 24, No. 2 (Nov. 1998).
- Donnelly, Jacqueline. "Timeline for the Promotion of French," Vol. 24, No. 1 (Sept. 1998).
- French Cultural Service Addresses, Vol. 24, No. 3 (Jan. 1999).
- Gadbois, Nancy. "Technology Works," Vol. 24, No. 2 (Nov. 1998).
- Games, Vol. 23, No. 4 (April 1998), p. 35-6, 46
- Koop, Marie-Christine. "Présentation critique de sites Internet (I)," Vol. 23, No. 4 (April 1998).
- "Présentation critique de sites Internet (II)," Vol. 24, No. 2 (Nov. 1998).
- "Présentation critique de sites Internet (III)," Vol. 24, No. 3 (Jan. 1999).

CUISINE: THURSDAY, NOVEMBER 4

Food and food-related activities are the mainstay of any French classroom. French cuisine represents the epitome of fine dining all over the world. Food is also one of the most basic elements necessary to human life and is charged with all sorts of personal, familial, and cultural symbolism. Food can signify love, sharing, celebration, pleasure, as well as mere nutrition. Americans do not often reflect on this metaphorical aspect of food which is often seen as mere fuel. The French, however, are much more cognizant of the social and symbolic value of food. Despite the rise of fast food and the increased popularity of convenience foods in France, Paris, in particular, remains the gastronomic capital of the world. In France, chefs give presentations to school children and participate in programs to "awaken their palates."

Given the less-than-ideal eating habits of many American children and young adults, National French Week offers an opportunity

not only to educate them about nutrition, food preparation, *dégustation*, and appreciation of food but to allow them to share this new-found knowledge with others. It also provides an opportunity to collaborate with home economics teachers to prepare dishes, evaluate nutritional value, or present culinary creations to the public.

Below are some suggestions for food-related activities that can be organized during National French Week:

- organize tasting events for cheese, pastries, or regional dishes which may involve judging as well as merely sampling dishes;
- create posters and displays on agricultural production, regional cuisine either of France or of the Francophone world, comparing the nutritional value of a typical French or Francophone and American meal;
- create a Web site on Francophone cuisines with recipes, cultural information, music, and illustrations;

- put together and distribute a French or Francophone cookbook;
- sponsor a recipe or cooking contest with school board members or administrators as judges;
- sell or provide samples of French foods in the hallways at school or at a local grocery store or mall;
- set up a café in the classroom and serve breakfast to administrators, counselors, or parents. One student acts the part of the French-speaking waiter or waitress while a partner serves as translator;
- create menus in French for the school cafeteria;
- collaborate with school cafeteria staff to offer a French meal or dish;
- sponsor an excursion to a local French restaurant, inviting school officials and parents;
- take a field trip to a French bakery or restaurant for a cooking demonstration or lesson and have students demonstrate what they learn to others;
- have students give a presentation on French food, table setting, and table manners to local civic groups or elementary schools;
- volunteer to have students "cater" a school board or city council meeting;
- work with local grocery stores, food shops, culinary specialty stores, or malls to do demonstrations or presentations on French or Francophone foods;
- invite a French-speaking or French-trained food professional to speak to the school;
- organize a French meal cooked by students with invited guests;
- invite exchange students to be guest speakers and talk about their experiences with food in the U.S. and organize a panel with American students who have visited other countries;
- organize a French pot luck dinner for students and their parents;
- organize a Francophone food fair with French-speaking students at a local university with students of different nationalities providing a dish representative of their culture;
- organize a culinary scavenger hunt with teams of students searching for ingredients for an exotic dish, then preparing and eating it.
- collaborate with the home economics teacher for an interdisciplinary project related to French cuisine with one teacher supplying the cooking expertise and one supplying the cultural knowledge;
- decorate the cafeteria with student-created posters promoting French regional cuisines and the cuisines of the Francophone world.

ORGANIZING A FRENCH MEAL

For twelve years I organized an annual French dinner for my university students, the last one consisting of a nine-course meal for 32 people. Every year at the beginning of second semester, students voted on a menu and date for the dinner during the month of March. I then tabulated the results, assembled the recipes, and determined the cost of the meal per person. Students paid usually \$6-\$8, and we invited other French faculty and Francophone foreign students to attend as well. Students signed up to help shop, prepare the dishes, and clean up.

On Friday afternoon, one or two students accompanied me to do the shopping. Depending on the dishes chosen, students came to my home on Saturday throughout the day (and sometimes on Friday if a dish required overnight refrigeration) to prepare the various *plats*. We even tried making our own *baguettes* one year, but oven space was too limited to allow us to bake enough loaves and prepare the other dishes which required oven time. Dishes like soups and stews could simmer away in crock pots or electric roasters, freeing the stove top and oven for dishes that had to be prepared just prior to serving.

Individual menus were printed, and each student received a copy of all the recipes. The table setting was as authentic as possible, with tablecloths, cloth napkins, real dishes and silver-

ware. Students were responsible for serving the dish they had prepared. We served *Évian* or *Vittel* rather than wine since all students were not of legal drinking age, although we cooked with wine. Fresh ingredients were used whenever possible, and all dishes were made from scratch. The meal lasted at least two hours, and, for some reason, there were never many leftovers.

The last two years, we were featured in the local newspaper as "Cooks of the Week" with the menu of our dinner and recipes printed as well as photos of the cooks at work. Although the logistics, particularly for seating and cooking time, were often complicated, this was one of the most popular events to which students looked forward from one year to the next. It is often one they reminisce about when we meet years later, and they still use the recipes.

A typical menu included: French onion soup, crab-stuffed avocados or *bouchées à la reine*, chicken breasts with white wine and cream sauce, stuffed mushrooms or *carottes à la crème*, *aligot* or *pommes dauphines*, salad, cheese, *mousse* or *éclairs au chocolat*, Konakry (a jelly-roll cake with raspberry jam filled with *crème pâtissière* and pineapple and with an apricot glaze) or cherry *clafoutis*, and, of course, *café* after the meal.

Jayne Abrate

ARTS AND CRAFTS: FRIDAY, NOVEMBER 5



The Arts and Crafts were chosen as themes for the second day of National French Week because of the enduring principle that students learn by doing, and that

both French language and French-speaking cultures can be expressed by the performance arts and the practical arts.

The arts related to French language and French-speaking cultures comprise a wide range of artistic and performance expression, including art, visual arts, music and dance (see pages 21-22), theater, film, literature, as well as artistic expression in new and evolving technologies. Arts and crafts are generally associated with encouraging student artistic expression and involve some of the areas listed above. Most teachers of French incorporate arts and crafts in their teaching, because they give students many opportunities to use and practice French in different kinds of practical applications. While students can be involved in the arts in different kinds of performances, they can also develop appreciation of the aesthetic values of world-wide contributions to the arts by French speakers. The incorporation of the arts and crafts into the French program gives students a deeper understanding of French language and cultures, and, in addition, it enables them to develop an appreciation for the arts and provides them the means to the creative expression of their knowledge.

Below are numerous ways in which teachers and students can highlight arts and crafts during National French Week. Students can:

- create posters, pictures, drawings, paintings and sketches for display in public places;
- create historical time lines, geographical charts, and maps of French-speaking areas of the world;
- develop Francophone displays on bulletin boards, in display cases in the school and in the community (libraries, civic centers, business groups, in the malls, in the lobby of the Board of Education, or the President's office);
- develop posters, buttons, bookmarks, on "Why Study French?";
- create scenes of special events in the Francophone world, such as the French celebration of *la Coupe du Monde* or events such as preparation for the *euro* or scenes from the French Revolution;
- design costumes and wear them, after having researched details of the costume and the period in which it was worn, as well as modern *haute couture* fashions or research background in-

formation and create costumes for a *Qui suis-je?* contest;

- create cards in French, birthday, get well, Christmas and New Year's greetings and share with administrators and parents;
- organize design competitions, such as a bumper-sticker contest, a poster contest, a bookmark contest, a button or sticker contest, a banner contest, a t-shirt design contest;
- design reply postcards written in French for a balloon send-off. There should be a prize for the postcard received from the farthest location;
- create a mural, which may be three-dimensional and which can be displayed in local shops, banks, or theaters;
- draw cartoon characters in stories, such as *Babar*, *le Petit Prince*, *Cendrillon*, *la Belle au bois dormant*, *le Chat botté* for a display in the community or to decorate the lobby of hotels, restaurants, or in elementary schools;
- write and decorate invitations to parents and members of the community for special events at school during National French Week;
- decorate doors with imaginative French themes during National French Week. Prizes can be awarded for the best-decorated doors in the school. In addition, students can decorate the school office, the cafeteria, the auditorium, or other public places;
- create imaginative story books for younger children, and give the students who have developed the best books an opportunity to visit and read their stories to younger children;
- research and plan a display featuring a map of the world highlighting where French is spoken along with a display of flags of Francophone countries;
- build three-dimensional displays of famous French monuments, such as the Eiffel Tower or the *Arc de Triomphe*;
- participate in a project for display in local museums called *effets de neige* in which students create impressionist-style paintings of winter. This can be done in collaboration with the school Art Department. The paintings can be labeled and described in French;
- design commemorative stamps for a display which shows aspects of culture from French-speaking countries around the world, and exhibit these in the local post office. Suggested topics might include scenes of Quebec, animals of a Francophone country, *Bonhomme Carnaval*, or the seasons;

- decorate classroom windows by making "stained glass windows" based on French cultural themes: Directions: (1) Draw the picture on 12x18 inch black paper; (2) with an exacto knife, cut out the design leaving lines to show the lead line; (3) tape on different colors of tissue paper to the back of the picture and, if possible, laminate the stained glass window;
- design perfume and cologne bottles and create names for the designs such as *parfum volcan*, *minuit noir*, *bleu*, *blanc et rouge*, etc. Students design the bottles on 12x18 inch construction paper and use magic markers to color their design or cut and paste designs which are then decorated with glitter. These can be displayed in local shop windows and boutiques;
- work on a celebration of *la langue française dans les pays francophones*. Directions: (1) students divide into groups and select a French-speaking country, region, or province; (2) they research the culture, history, and geography of the area and develop a campaign to convince classmates and visitors why they should vacation in that area; (3) students prepare visas, passports, and informational sheets with important facts about the climate, food, clothing, art, music, dance, traditions, sports, history, and geography of their region; (4) students plan a dinner, and each group prepares a table design with the colors of the flag and a centerpiece, placemats of the flag(s), dinner with typical dishes, invitations to students from French-speaking countries attending local colleges and universities and who could bring a typical dish from their country, decorations, recipes for the food being served, and menus for the dinner. Guests could include school administrators and members of the board of education and community leaders. At the end of the dinner, students present their projects which might include videos, skits, discussions, and songs;
- work on a West African Adrinka Art Cloth Project. Materials needed: a chart or information showing the adrinka African symbols (A black and white chart of the symbols and their meanings is available from Sankofa Edu-Cultural Publications, 2211 Amherst Road, Hyattsville, MD 20783), a large piece of off-white cotton or cotton blend fabric, 8 1/2 x 11 inch sheets of white paper; straight pins, fine-line black fabric paint, small paintbrushes,

and plastic to protect the work surface. Directions: (1) study the symbols and their meanings with the students; (2) teach them the equivalents in French for each of the meanings. Then students choose four symbols from the chart which they feel best fit their view (family unity, honesty, the past, etc.); (3) the teacher marks off in pencil on the fabric the layout for the designs. Each student has a space the size of a standard sheet of paper. Between each student rectangle, space is left to draw a line pattern. Space is also left at the edges for a border; (4) students fold the sheet of paper into four rectangles and draw a different Adrinka design in each rectangle. They trace around the edges of the design with a black marker; (5) spread the plastic on the work surface and lay out the fabric. Students pin their paper with the four designs under their square. The design should show through enough so that the student can copy over it with the fabric paint; (6) when all the designs have been painted and the paint has dried, unpin the paper and remove it from the back of the fabric. Hem the edge with colorful embroidery thread and display;

- hold a *Marché aux Puces* which is a fundraiser where the following activities can be held: guess how many jelly beans are in the jar; sell chocolates or baked goods, jewelry, scarves, perfume, posters or art work; have booths which offer make-a-button, portrait artists, fortune telling, face painting, hair beading or braiding, create-your-own *chapeau* designs; organize a Guignol theater, set up a café-restaurant. Directions: (1) plan the *Marché* with administrators, parents, students, and custodial staff; (2) select a chairperson and committee; (3) ask for assistance from the Art Department for ideas for decorations and handicrafts; (4) prepare a calendar for future meetings; (5) meet with custodial staff for planning the set up of the *Marché*, for wiring for café-restaurant, and for assistance during the *Marché*; (6) invite dignitaries; (7) get publicity on local television and cable stations and in the newspaper; (8) contact parents, friends, and businesses for contributions to the *Marché aux Puces* and for the *tombola* (door prizes);
- take a field trip to visit a local French bakery where students decorate a *gâteau* with a French theme and bakers from the area judge the most beautifully decorated cakes. For example, different colored frostings may be used for decorations depicting *Mardi Gras* or

le 14 juillet.

Gladys Lipton (MD)
Harriet Saxon (NJ)
Davara Potel (OH)

THE ARTS

The Arts represent a very broad range of humanistic and artistic endeavors which are comprised of many categories, art, music, dance, poetry, literature, visual arts, film, theater, mime, and others. This theme was also chosen for the second day of National French Week, since many of the interdisciplinary aspects of the teaching of French and French culture(s) include the Arts. Needless to say, it will be impossible to cover all aspects of the Arts. We can suggest a number of directions which might apply to one or more of the themes or which could be adapted for many of the categories in the Arts. Some teachers of French deal with the Arts from a point of view of appreciation and understanding; other teachers of French deal with the Arts from a student performance point of view; still others use both approaches. Music and Dance suggestions can be found on pages 21-22.

Below are numerous ways in which teachers and students can use cross-disciplinary activities related to the Arts. Students can:

- create commemorative bulletin boards and booklets about famous people in the Arts such as Auguste Renoir, Jean-Louis David, Claude Monet, Maurice Utrillo, Berthe Morisot (painters); Céline Dion, Josephine Baker, Jean-Jacques Goldman, Yves Montand, Maurice Chevalier (singers); Simone Signoret, Catherine Deneuve, Leslie Caron, Gérard Depardieu (actors); Jean Cocteau, François Truffaut, Louis Malle (directors); Marcel Marceau (mime); George Sand, Molière, Gustave Flaubert, Émile Zola, Charles Perrault, Victor Hugo, Jean de La Fontaine (writers); Gustave Eiffel (engineer); Coco Chanel (designer);
- plan a trivia contest on the Arts between classes;
- invite local French-speaking artists to speak at a school assembly;
- make tee-shirt designs, incorporating the contributions of famous French or Francophone artists;
- have a competition for the best costumes representing famous people in the Arts;
- create a mural depicting many of the French or Francophone celebrities in the Arts;
- find information on the Internet; one address with links to Art, Music, Film, and general Culture is [<http://www.utm.edu/departments/french/french.html#art>];

- visit, via the Internet, various museums in *la Francophonie* such as *Le Louvre* at [<http://web.culture.fr/louvre/francais/musee/collec.html>];
- write poetry while listening to French music or in the style of a particular author and display it in the school;
- visit museums on a field trip and invite parents or school board members as guests;
- ask faculty at a university to plan a French film series;
- plan a photography exhibit at the local library commemorating the Lumière brothers;
- plan a commemorative stamp exhibit at the local post office with student drawings of famous French or Francophone artists and their work or using real French postage stamps for which the students have prepared background information and historical context;
- read French poetry or perform a skit from a famous play in a public forum;
- perform parts of famous Broadway plays with a French theme such as *Les Misérables*;
- plan a film festival of American films which take place in French-speaking places;
- create a living time line of the Arts illustrating how poets, writers, painters, actors and actresses of different time periods might interact as they speak with one another (such as François Villon with George Sand and Maurice Chevalier).

Thomas Field (MD)
Gladys Lipton (MD)
Robert Peckham (TN)
Davara Potel (OH)
Harriet Saxon (NJ)

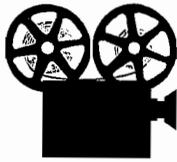
CONTRIBUTION DU QUÉBEC

Le gouvernement du Québec s'associe aux efforts de l'AATF afin de promouvoir l'étude du français chez les jeunes Américains en appuyant la Semaine du Français par une contribution spéciale: 4 bourses d'étude (dont deux pour des enseignants et deux pour des étudiants), 400 disques compacts de chansons québécoises, 200 livres, et 1000 affiches. Ces prix seront distribués parmi les neuf régions de l'AATF selon un processus qui sera expliqué dans le *National Bulletin* du mois de septembre. Nous voudrions remercier le gouvernement du Québec de son soutien de la Semaine du Français.

COMMUNITY ACTIVITIES: USING FILM TO PROMOTE FRENCH

SATURDAY-SUNDAY, NOVEMBER 6-7, 1999

Of all the art forms, film may well be the most captivating and intriguing because of its exploration of the imagination, its unique combination of images, motion, and sound, and its capacity for simulating dreams and memory. When we enter a *salon de cinéma*, we are transported to another world, a world in which our creativity is invited to participate in the scenes and events unfolding before us. Barriers of time, space, and identity are erased, and only our unwillingness to suspend our disbelief can hold us back.



Throughout the history of cinema, films produced in France and in other Francophone societies have been recognized for their high quality, intellectual content, and artistic flair. Thus, because of the reputation of French and French language films, we can capitalize on the public's readiness to be both entertained and enlightened by the literary masterpieces, the clever comedies, and the gripping dramas found in these films. Indeed, for over a century, audiences caught up in French cinematic technique have been fascinated by the stories told, the history revisited, and the psychology unraveled on the screen.

Weekend Film Event

An excellent way to celebrate National French Week would be to combine a community activity that would appeal to a general population or to a group of special populations with a showing of a French film. The following list offers several suggestions for possible events:

- To get the film on the big screen, ask a local cinema to show a French film at a specific time on Friday night or Saturday. French students, the French club, parents, the *Alliance Française*, or the French boosters could prepare French *hors-d'œuvre* before the movie or desserts after. Depending on arrangements worked out with the cinema, the food could be sold by the providers or offered as a promotion of things French.
- The film can be shown at a high school or university with a dinner preceding it. There could then be a lecture or discussion following the showing.
- Linking a film with an art, music, or theater event could work very well. Staging a play in English on Friday night with the French subtitled movie version being screened on Saturday can double the emphasis on French contributions to the worlds of fine arts and entertainment. Such a pairing could appeal to Anglophones who might

be converted to studying French.

- University theater departments often present translations of Molière's comedies; therefore, a funny, clever English translation of *Tartuffe* could be compared with the Gérard Depardieu film. Theater professors could discuss the differences between the two media following the film. Another choice would be to have the English translation of *Cyrano de Bergerac*, the play, performed on Friday night and the French film *Cyrano* presented on Saturday.
- An art history slide-lecture could be presented as a prelude to *Camille Claudel* or *Van Gogh*. In addition to a lecture presenting slides of the major works and techniques, autobiographical background related to the content of the film can be included. A question and answer session can be held following the film.
- A warm-up activity to a film that has great potential for reaching an audience is to have an artist, a musician, and a dramatic reader coordinate the simultaneous rendering of a drawing or watercolor, a piano, violin, or flute piece, and a French poem. These artistic selections would all address a common theme which would forecast the theme of the film to be shown. An Impressionist musical selection and a symbolist poem can be used as a backdrop for the creation of an Impressionist watercolor, followed by a film like *Camille Claudel* or *Van Gogh*.
- An interesting evening combining music and film can occur by having a string ensemble or soloist as a precursor to seeing *Un Coeur en hiver*. Likewise, a soprano might open the evening which would conclude with the film. Showing the film *Bleu*, first, then having a reception while playing the movie soundtrack showcases a powerful film that delivers equally powerful musical moments.
- Teaming up with an historian or history teacher would be a good way to integrate the historical background of the Occupation with films treating that era in France. *Au revoir les enfants*, *Le Dernier Métro*, *L'Accompagnatrice*, or *Jeux interdits* would serve well as the featured film in this format.
- Presenting film versions of well-known pieces of literature also has appeal. *Madame Bovary* and *Germinal* would be good choices and could be paired with English lectures comparing the printed form with the cinematic one. Other popular choices would be *Jean de Florette* and *Manon des sources*.
- Having "mini film festivals" on themes such

as Provence using *Jean de Florette*, *Manon des sources*, *La Gloire de mon père*, and *Le Château de ma mère* could include presentations on the region and its traditions.

- A film event that could be an extravaganza for all the local gourmands and gourmets is showing *Babette's Feast*, then serving a comparable feast to all the film guests.
- Because of their capacity for brining meaningful issues into sharp focus, presenting *Le Huitième Jour* on Friday night and *Ponette* on Saturday could be an effective cinematic event. These films could be featured as excellent family fare, with a discussion following each film that emphasizes the complexity of family relationships, the problems of the mentally disabled, the challenges of living with individuals with mental problems, and the devastating loss suffered by a small child whose mother dies.
- Showing a French film followed by its American remake can generate a reflective discussion on cultural similarities and differences related to plot, setting, character depiction, dialogue vs. music/silence, and *dénouement*. *Le Retour de Martin Guerre* and *Sommersby* and *Trois Hommes et un couffin* and *Three Men and a Cradle* are two pairs of films which can engender such discussion (See article by Lois Vines in the November 1998 *National Bulletin* or on the Web site for more pairs of films.).

The films included in these suggestions are but a few of the many that are available to us as teachers of French. We all have our favorites for teaching culture, language, special concepts, values, or ethics. We also have personal standards and school rules to observe which may cause some of the choices listed here to be inappropriate. Only the individual teacher can decide if a film is suitable for a specific purpose. For adult audiences, we may be more flexible, but if students attend, we must be conscious of parental concerns.

An important legal consideration when using videos is that most of them prohibit public viewing. Check with the company from which you purchased your video to find out the proper way to obtain permission to show the film at a public gathering.

Few media are as engaging and as rich in teaching possibilities as film. Using films to attract attention to French is usually successful because films are enjoyable entertainment, because those not well acquainted with French culture are curious about it, and because those who are acquainted with French culture are usually delighted to have

an opportunity to enjoy it vicariously through film. Combining film events with other arts or other aspects of French culture simply multiplies the pleasure of watching French film. National French Week provides us with a marvelous opportunity for sharing our love for French film with our communities. The ideas given here are intended to remind you of your own great ideas for teaching, recruiting, and promoting with French film.

Mary Jo Netherton (KY)

USEFUL ADDRESSES

FACETS

1517 West Fullerton Avenue
Chicago, IL 60614
Tel: (800) 532-2387

FACSEA

972 Fifth Avenue
New York, NY 10021
Tel: (212) 439-1439

FilmArobics, Inc.

9 Birmingham Place
Vernon Hills, IL 60061
Tel: (800) 832-2448

Fusion Video

17311 Fusion Way
Country Club Hills, IL 60478
Tel: (800) 959-0061

Global Video

P.O. Box FLM-4455
Scottsdale, AZ 85261
Tel: (800) 262-8837

International Video Network

212 Tucker Street
Healdsburg, CA 95448-4423
Tel: (800) 360-4486

Multicultural Books & Videos

28880 South Field Rd. #183
Lathrup Village, MI 48076
Tel: (248) 559-2676

**USE YOUR STUDENTS'
INTERESTS AND
RESOURCES DURING
NATIONAL FRENCH WEEK.
DO YOU HAVE A DANCER? A
MUSICIAN? A STUDENT WHO
HAS TRAVELED TO A
FRENCH-SPEAKING
COUNTRY? A BUDDING
CHEF? HIGHLIGHT THEIR
TALENTS AND FOCUS THEIR
ENTHUSIASM FOR FRENCH.**

LA SEMAINE DU FRANÇAIS ET L'AIR DU TEMPS

Ancien président du chapitre d'Eastern Massachusetts, membre de la Commission de l'AATF pour la promotion du français, et professeur de français à l'Université du Massachusetts à Boston depuis 1968, j'ai appris le français "sur le tas" à partir des chansons que ma future femme m'apprenait à la guitare dès 1960. Depuis 1993 j'organise un festival de musique de l'espace francophone, L'Air du temps, aux alentours de Boston: dix jours de concerts, dans divers lieux le soir, dans des lycées ou des écoles en matinée. Je compte organiser la septième édition du festival en novembre 1999, à peu près en même temps que la Semaine du Français qu'organise l'AATF sur le plan national pour promouvoir l'enseignement et l'apprentissage du français. C'est dans cette optique d'ailleurs que j'organise le festival depuis le début. Je propose donc aux divers chapitres de l'AATF de profiter de la présence d'excellents artistes francophones sur le sol américain pour donner un bon coup de pouce (entre autres médiatique) au français dans leur propre région.

En novembre 1999, comme dans le passé, je ferai venir à Boston un certain nombre d'artistes excellents, pour la plupart auteurs-compositeurs-interprètes, venant de diverses traditions, de divers pays francophones. Il serait assez facile pour tel ou tel chapitre de l'AATF d'en profiter pour faire venir un artiste ou un groupe chez eux et d'organiser un ou deux concerts lors de la Semaine du Français du 4 au 10 novembre. Cela ne peut qu'améliorer l'image du français auprès des élèves actuels ou potentiels, des parents, des administrateurs, du grand public. Un tel concert, bien préparé et bien exploité par la suite, peut motiver des jeunes à continuer voire à commencer l'étude du français.

Dans le cadre du festival, j'organise ainsi plusieurs concerts dans des écoles, auxquels sont invités également les professeurs de français d'autres écoles avec leurs élèves. Chaque professeur reçoit à l'avance une cassette avec quelques chansons des artistes prévus, accompagnée des textes, pour pouvoir préparer ses élèves au concert et continuer à en profiter longtemps après. Depuis deux ans je produis aussi un CD d'une dizaine de titres des divers artistes de l'année. Ce CD est également offert aux profs qui amènent leurs élèves aux concerts. Ce procédé pourrait se généraliser sur le plan

national.

Qu'est-ce qu'il faut pour organiser un tel concert chez vous? (1) une personne, ou mieux une équipe, dynamique qui accepte de prendre en main l'organisation; (2) une salle adéquate (la plupart des lycées en ont une) qui puisse recevoir un public de quelques centaines de jeunes avec leurs professeurs; (3) pour certains artistes ou groupes, un bon piano à queue récemment accordé; (4) un système de son professionnel et quelqu'un qui sache s'en servir. (Certaines écoles ont ce qu'il faut, d'autres ont des élèves ou étudiants équipés et compétents, mais dans d'autres cas il faudrait sans doute engager un ingénieur du son professionnel qui apporte, installe et règle le système de son; dans ce cas, comptez entre \$200 et \$400 supplémentaires).

Dans le cadre du festival, j'invite à titre gratuit les professeurs et d'autres adultes qui accompagnent les élèves auxquels je demande une participation aux frais d'environ 5\$, ce qui permet de payer le système de son, de donner un cachet d'artiste raisonnable (entre 800\$ et 1500\$ selon) et de participer aux frais de voyage et d'hébergement (beaucoup d'artistes acceptent d'ailleurs d'être logés chez des particuliers, professeurs ou autres, dont ils se font des amis, ce qui est un attrait non négligeable pour ces derniers). Pour certains artistes, il se peut que l'AFAA (Agence Française d'Action Artistique) ou leur maison de disque prennent en charge les voyages intérieurs. Dans l'ensemble, tout le monde sort du concert ravi et prêt à continuer ou à entamer l'étude du français.

Directeur du programme de l'Université du Massachusetts à Paris pour le semestre du printemps 1999, j'invite tous les intéressés à se mettre en rapport avec moi le plus tôt possible, soit par courriel [brian.thompson@umb.edu] ou bien [umassparis98@yahoo.com], soit par téléphone ou fax à 011.331.43.25. 23.68. Après le 11 juin: UMassBoston, 100 Morrissey Blvd., Boston MA 02125; tél. (617) 287-7569; fax (617) 287-7585. Je vous invite à consulter mon site Web pour tout savoir sur le festival, sur les artistes, sur la chanson outil pédagogique [http://omega.cc.umb.edu/~thompson/home.htm].

Brian Thompson
University of Massachusetts at Boston

SPORTS, GAMES, AND TRADITIONS: MONDAY, NOVEMBER 8

The need to play is part of human nature. Moreover, games are an excellent way both to learn and to relax. Sport, games, and traditions were chosen as the theme for the third day of National French Week because they are aspects of culture that young people in American can easily relate to. Sport is an international commodity. Soccer fans are aware that *Les Bleus* won the World Cup in 1998. Almost everyone is at least vaguely aware that France is host each year to *Le Tour de France*, the world's most famous cycling event. If students have listened to the announcements at the Olympic Games, they may have noticed that they are made in both French and the language of the host nation. Discussing the sports, games, and traditions that the French value permits students to see similarities between the two nations. National French Week allows teachers the opportunity to build on people's natural inclination for play and celebration. Taking activities outside the classroom will provide opportunities for French students and teachers to show that French is fun. Below are ways in which teachers and students can highlight sport, games, and traditions during National French Week and involve the larger community.

SPORTS

- host a sports event such as soccer-style goal kicks or a soccer match with scores announced in French and student-designed tee-shirts;
- get together with a soccer team or club to talk about the World Cup or view the AATF *Allons en France* video chronicling the *Grand Concours lauréats* experiences at the World Cup and have members of the soccer team comment on it (see page 31);
- simulate Olympic Games events with announcements in French;
- organize a bicycle race with the winner receiving a *maillot jaune*;
- teach guests to play *boules* or *pétanque* and organize a tournament;
- have a student explain the rules for rugby and demonstrate rugby at a local mall;
- perform songs related to sport, games, or traditions;
- organize a trivia contest between several schools on sports the French particularly enjoy, including tennis, skiing, sailing, car racing, basketball, or volleyball;
- create a sport treasure hunt, including the Web to connect students to various sports teams in French-speaking world;
- create cheers in French and have students use them at a basketball games or other sports events;
- have students prepare a presentation on *Une Abominable Feuille d'érable* (see April 1998 *National Bulletin*) by Roch Carrier

and screen the animated video *Le Chandail*;

- view a movie with sport or a game as a theme or in a scene, such as the games of *boules* in *La Gloire de mon père*;
- have students prepare posters or design stamps on Francophone sports or traditions;
- invite local French-speaking athletes to give a talk;
- have students create a flyer, brochure, newspaper, or magazine filled with games and puzzles, review of sporting matches, cartoons with a sports flavor;
- create a cross-word puzzle using vocabulary related to particular sports or to sports featured in the Olympics and post or distribute it. Award prizes for the most complete or correct puzzle;
- have students compare types of sports, personalities, and features in sports magazines in English to those in French from the same period, such *Sports Illustrated* and *L'Équipe*.

GAMES

- organize a casino night with prizes from French businesses or host a *lotto* game for parents with numbers called in French;
- host an evening of board games: French Scrabble, Monopoly, Pictionary, *Le Baseball*, *Voyage en France*, or *Mille Bornes*;
- play a *Jeu de la Francophonie* board game with teams of players made up of a student of French and parent or other adult;
- have high school students put on a Punch and Judy show (hand puppets) for younger children;
- challenge a local school to a Jeopardy or *Roue de la fortune* game based on sport, games, and traditions;
- do a Web site on sports including ice hockey from Canada;
- demonstrate how to make *cerf-volants*;
- teach elementary students to play *Simon dit*;
- play Capture the Flag with flags of French-speaking countries or of rival language classes;

TRADITIONS

- invite native French speakers from all over the Francophone world to talk about traditions such as *le Poisson d'avril* or *La Sainte Catherine* or superstitions, *Mardi Gras* in New Orleans;
- demonstrate how to make *Mardi Gras* masks
- celebrate *les Catherinettes*, unmarried young women who have reached the age of 25 (Ste. Catherine is the patron saint of milliners and unmarried women, and her *fête* is November 25). Male and female students make hats and decorate them to represent themselves or a famous woman

from the Francophone world. Students do public oral presentations in French explaining the hat and its connection to the person chosen;

- create *tableaux vivants* with students replicating activities or traditions of various holidays or create posters and displays showing aspects of the celebrations that might occur and place them in prominent places in the school and community. Holidays that may be commemorated include Halloween in Canada (and now in France), *la Toussaint* on November 1, *la Saint-Nicolas* on December 6, *Noël*, *la Veille du Nouvel An* and *le Nouvel An*, *l'Épiphanie* on January 6, *Mardi Gras*, *le Carnaval à Québec*, *le Poisson d'avril* on April 1, *la Fête du Travail* on May 1, or *la Fête Nationale* on July 14.

Below you will find descriptions of sports activities that can be organized during National French Week.

Tour de France

Decorate two small bicycles or large tricycles of equal size. Students choose a partner and a French or Francophone "sponsor" and create tee-shirts with the sponsor's name as well as other apparel, such as biking shorts, hats, and sunglasses. Students should prepare French cheers. Obtain signed permission slips for each student prior to Race Day.

The race course can be set on a school track, parking lot, or other large space. Contact local press and the school newspaper for coverage the day of the race, and take pictures to submit to those publications. Arrange awards for winners, such as *Tour de France* tee-shirts, a *maillot jaune* for the winning team, and ribbons or medals for runners up. Prepare a clipboard, pen, and select a "recorder" to write down winners of each heat. Use a whistle and megaphone, if possible, for starting the heats.

When Race Day arrives, two teams race in each heat; one team member rides the first leg of the race and passes the bicycle off to the partner at the half-way point. The losing team in each heat is eliminated. Teams not racing are responsible for cheering in French! When only winning teams are left, winners race against winners until only one team remains. Stage an award ceremony and photo session.

Barrington Middle Schools(IL)

La Coupe du Monde

World events such as the Olympics and World Cup of Soccer provide opportunities to publicize what is happening in the French classroom. Using these world events to get every department, team, teacher, administrator, and support



professional involved with French students. In addition, the presence and support of parents, community members, local businesses, nearby foreign government personnel, and local university students and staff can enhance the event.

To prepare for the 1998 *Coupe du Monde*, eight foreign language teachers discussed the different committees needed and how to get the entire school and Chicago-area community involved. Each teacher took charge of one committee: research information and its distribution, game involvement, school showcases and decorations, contests, prizes, community involvement, field preparation, publicity, and evaluation. Then the fun began!

The Media Center was reserved for two days of Internet research. Students were assigned a Francophone country which participated in the 1998 *Coupe du Monde*. Each group researched the World Cup to learn about its history and cultural significance and researched their particular country. Each team was also given two of the ten French venues to research. All of this information was reported to the class by the teams using visuals, art projects, overheads, handouts, speakers, chants, songs, etc.

Each team then received handouts on the historical importance of *la Coupe du Monde*, the place of France in the history of the World Cup, pictures and stories of past and present soccer names such as Michel Platini, Just Fontaine, Christian Karembeu, Aimé Jacquet, Zinedine Zidane, *Les Verts* and *Les Bleus*, Bernard Tapie and the *Olympique de Marseille* team. Through a local AATF chapter workshop, current French publications, and contacts with soccer players at our high school and on the Chicago professional teams we got help with our activities. Didier Rousselière, the French *Attaché culturel adjoint* was invited to be our Master of Ceremonies and to lead our Parade of Nations on opening day.

Nearly every student in school was wearing a homemade World Cup tee-shirt on opening day of our World Cup Week. One student drew a Footix which was used as the model for a poster design contest, hallway decorations, and for tee-shirt design contests. Each team colored its Footix in

the colors of the country it represented, and Footix held that country's flag. Teams made a banner and a flag to carry in our Parade of Nations. Banners and posters and the 32 country flags were displayed all around the school. Cheers and chants in the languages were created: "*Un, deux, trois, va! va! va! Un, deux, trois, rah! rah! rah!*"

Newspapers were contacted, TV stations were alerted, invitation letters were sent to all parents, administrators in the district, and to Francophone businesses in our community. The school band was invited to lead our parade while playing "La Marseillaise." Other schools were invited to participate or to be spectators.

When *la Coupe du Monde* Week arrived, school spirit was very high. A World Cup Knowledge Bowl was held in the Media Center for any student or adult to enter. Announcements were made daily in one of the foreign languages. Students proudly wore team/country shirts, colors, hats, carried Footix dolls, posters, banners, and flags. We paraded through the school, then gathered outdoors in front of the French *Attaché culturel adjoint* who officially opened our games. After three days of games, team France had won the majority. Little did we know that Barrington Middle School would presage world events!

Jo Ellen Sandburg (IL)

Pagne* Races

Students experience a facet of traditional French-African culture (Some women wear long skirts because they must cover their ankles at all times; people routinely carry items on their heads).

Each student racing needs approximately three yards of fabric and items to balance on the student's head, such as baskets with real or artificial fruit and vegetables or books.

Rules for wrapping the fabric need to be stated because there is a tendency to simply carry the cloth and not really wear it. Students wrap the fabric tightly around them to make a skirt, tying the two ends at the waist. They put baskets or books on their head and race the pre-determined course. This can also be done as a relay race. The student who reaches the finish line first with basket or book still on the head, or the team which completes the race first is the winner. Use your imagination for prizes! Students enjoy eating the fruit in the baskets.



Waiter's Race. Picture courtesy of Bobbie Kieffer, Barrington (IL) Middle School, Station Campus.

Barrington Middle Schools (IL)

**Pagne* (literally, "loincloth") is the term used to refer to the long wrapped skirts worn by African women. Unmarried women sometimes wear 2 or 3 skirts to give good coverage of the ankles.

French Waiters Race

Each student racing in a heat needs a tray, plastic soda bottle, and two cups. A nearby water source is needed. Arrange prizes for winners and runners up and have a whistle, megaphone, and a "recorder" for race day. Finally, set the race course.

Students choose a partner and wear aprons, berets, or chef hats on Race Day. Waiters each get a tray with two empty cups and a full "wine" bottle. They carry the tray with one hand and pass off to teammate at a half-way point. Winners are those who return to the finish line first with their cups and full bottle intact (put a small weight in the bottom of plastic cups so they do not blow away). Run as many heats as necessary to determine a winning team. At the end, have a photo session and send pictures to school newspaper or other local publications.

French-African Games*

Teach students how to play *Mancala* and organize a *Mancala* tournament. Several game catalogs sell *Mancala* boards for under \$20. With a board and the instructions, students can learn to make inexpensive "tournament" *mancala* boards, using egg cartons and popcorn or plastic beads. Let older students who have learned how to play teach elementary students how to play.

Achi is an African cousin of tic-tac-toe. *Yote* is checkers with a big twist. There is also a string puzzle, etc. These are games which could be shared by older students with younger students. Why not sponsor a "Games Morning" at the local public library? Davara Potel (OH)

*Harper Festival (Harper-Collins) sells a kit called "The Games of Africa" with a 48-page fully illustrated book, a *mancala* game board, and 48 playing pieces for *mancala* and three other games.

LET YOUR STUDENTS ORGANIZE, CREATE, EAT, COOK, PERFORM, TEACH, PROMOTE, PLAY, INVENT, LECTURE, SING, DANCE BUT, MOST OF ALL, SPEAK FRENCH DURING NATIONAL FRENCH WEEK.

PÉTANQUE

The Egyptians, Greeks, and Romans played *boules*, and the game was adopted by the Gauls. This practice was interrupted by Barbaric invasions in the third century A.D., but it was reintroduced with the Crusades. The Renaissance era represents the golden age of bowl games of all kinds, and physicians stressed their physical benefits. Bowl games really became organized at the end of the eighteenth century. The *Fédération Lyonnaise et Régionale* was founded in 1906, followed in 1933 by the *Fédération Nationale des Boules* which became the *Fédération Française* in 1942. In conjunction with this development, Mediterraneans were practicing the *Jeu provençal* which was similar but whose rules were simplified. It is this *Provençal* game that later gave birth to the game of *pétanque* which was codified in 1927 and led to the foundation of the *Fédération Française de Pétanque et de Jeu Provençal (FFPJP)* which currently has a membership of 500,000 spread over 7,600 clubs in France. This is the fourth largest sports federation in France. The term *pétanque* comes from the Provençal *pés tanqués* which means *pieds joints*. Indeed, this game is especially popular in Provence where people play on the town square or in front of cafés during their free time. Since 1959 international *pétanque* championships have included the participation of countries on every continent, including the province of Quebec and Canada. France has won 20 times with 45 medals. Playing *pétanque* presents many advantages from an educational point of view. It develops motor skills, sensory perception, and social skills. It also increases attention span, memory, and concentration.

The ball itself used to be made of iron-studded box wood until 1927 when the first steel *boule* was created in Saint-Bonnet-le-Château (near Montbrison) which now hosts the *Musée International Pétanque et Boules*. Balls used in competition must be between 70 and 80 mm in diameter and weigh between 650 and 800 grams. In addition to steel *boules*, players need a smaller ball (2.5 to 3.5 cm in diameter) called a *cochonnet*. The international rules for *pétanque* in French can be found at [<http://www.multimania.com/pétanque>], along with all kinds of interesting information, such as the Philippe Quintais line of clothing for *pétanqueurs*.

In the U.S., there are 20 local clubs in Boston, California, Illinois, Indiana, Florida, Michigan, Missouri, New York, Oregon, and Washington, DC. *Pétanque* enthusiasts may access the bilingual Web site of *Pétanque USA* at [<http://www.beachmedia.com/www.epetquip.html>] which offers a wealth of information such as a short history of the game, the rules, names and addresses of local clubs affiliated to the Federation of *Pétanque USA*, U.S. tournaments, suppliers of *pétanque* equipment in the U.S., and even an interactive quiz on the game. Large department stores in France sell affordable *pétanque* sets. In the U.S., *pétanque* equipment may be purchased from the following vendors: European Sporting Goods, Inc. in Miami at (800) 68-BALLS; Toulon Imports in San Rafael, CA at (877) 459-5314 (toll free).

Here is a summary of the rules:

- Equipment needed: a steel tape measure, one *cochonnet*, and steel *boules* (2-4 per player).
- The game is played on a large dirt-covered flat surface.
- Players are divided into two teams; each team is made up of one player (4 *boules* each), two players (two *boules* each), three players (two *boules* each), or four players (two *boules* each).
- The team that starts is selected at random, by flipping a coin, for example.
- Any player in the first team selects the starting point and draws on the soil (with a stick) a circle of 30-50 cm in diameter. When throwing the *boules*, players must stand within this circle.
- The *cochonnet*, which serves as a target, is then thrown at a distance of 6 to 10 meters.
- The players take turns throwing their *boules* as close as possible to the *cochonnet*.
- After all the *boules* have been thrown, the distance from each *boule* to the *cochonnet* is measured with the tape, and the team with the closest *boule* to the *cochonnet* gets one point for every one of their *boules* closer to the *cochonnet* than those of the opposing team.
- After the first round has been completed, the players pick up their *boules*, polish them to clean off the dust, and start another round.
- The first team to acquire 13 points wins the game.
- Throwing the *boules* is done with con-

centration. The players squat down slowly, holding the *boule* down at the side with palm and fingers facing ahead. Players may either point (*pointer*) to drop the *boule* as close as possible to the *cochonnet*, or shoot (*tirer*) to knock the *boule* of an opponent away from the *cochonnet*.

Activities to organize with students at all levels:

- Before school starts, French teachers may want to have their school purchase a few sets of *pétanque* games; funds may also be derived from fund-raising activities performed by the French Club.
- As soon as school starts in the fall, French teachers can organize a *pétanque* team within the French Club or simply a *pétanque* club that will meet after school on a regular basis.
- Teachers and students can give their team a French name, prepare a short cheer song to be performed by cheerleaders, and a distinctive design to be pinned on the shirts of the players.
- Various tournaments can be organized at different levels, among students within the French Club, between grade levels, between schools within a school district, and between school districts.
- Teachers should plan to schedule such tournaments during National French Week, if possible.
- Effort should be put into advertising tournaments with posters throughout the school, announcements sent to parents and school administrators, the school newspaper, and even the local newspaper.
- Invitations should be sent out to parents and to school and city officials as well in order to involve the community in this special event.
- For students at all levels, teachers can prepare handouts in French accompanied with questions to be completed in French. They can also prepare activities to be used with the Web sites, such as multiple-choice items and open-ended questions on the history, the rules of the game, and geographical locations for international championships.

Marie-Christine Koop
University of North Texas

SCIENCE, TECHNOLOGY, AND CAREERS: TUESDAY, NOVEMBER 9

Science, Technology, and Careers will be celebrated on Tuesday, November 9 throughout the U.S. in universities, large and small school districts, urban and city schools, and community French education classes. Choose one or more of these themes which could inspire a broad spectrum of activities depending on the age and interests of your students. Since the French-speaking world is a leader in medicine, transportation, and communications, you may want to select activities which highlight these themes to students who are fascinated by science and its applications. The computer now plays a large role in students' lives, and accessing France through the Internet brings the language into real-use situations. In addition, parents are interested in the career possibilities open to young people fluent in French.

Below are possibilities for projects which can be incorporated into National French Week celebrations. The challenge is to take these activities **out** of the classroom and into the school and community to maximize the visibility of French. As you consider projects, think how they can be played out on a larger scale in the student center, the town library, the local newspaper. Engage the support of merchants and travel agents who deal with French products and French-speaking countries on a daily basis. Local industries may have chemists and researchers who might lend their expertise and ideas. Involve the parents of your students whose occupations are related to science, technology, and career placement. The challenge is to create, with the talent and resources at your disposal and in a dynamic and imaginative way, a celebration of French using these themes.

SCIENCE

"Thank you Monsieur Pasteur"

At the elementary level draw inspiration from science and health lessons. Discuss Louis Pasteur and pasteurization. Ask students to imagine a life without chocolate milk, cheese for pizzas, or ice cream. The students can draw the pasteurization process from milking the cow through the purification and distribution of dairy products to their table. "Thank you, Monsieur Pasteur" letters and art work can be created after such a discussion and displayed in the town library or at grocery stores. To culminate the project, the students could enjoy a French ice cream party! Involve the grocery stores for contributions.

The following activities can be tailored for all levels. They require leadtime for research, posters, or banners and encourages interdisciplinary cooperation.

Name that Scientist

Students create posters for the school corridors featuring drawings or pictures of faces of French-speaking scientists, mathematicians, and inventors with a brief description of when they lived and their contributions. Display these posters during National French Week. On November 9 a trivia contest can be organized in the library for students and faculty, challenging them to match facts and faces featured on the posters.

The same type of contest could occur every day of French Week with information about the "Scientist *du Jour*" read during announcements by French students.

Involve the chemistry and physics teachers in projects designed to highlight French scientists. Projects centering on chemists: Claude Berthollet, Louis Joseph Gay-Lussac, Antoine Lavoisier, Louis Pasteur, and Paul Sabatier could be subjects of experiments or posters. Leaders in the world of physics such as Jean D'Alembert, Charles



Coulomb, André Ampère, Sadi Carnot, Pierre et Marie Curie, Irène Joliot-Curie, Pierre Duhem, Hippolyte Fizeau, Léon Foucault, Joseph Fourier, Augustin Fresnel, Antoine Becquerel, and Maurice de Broglie could inspire projects, papers, or models for display in common areas of the school or community.

France: World Leader in Medicine

Students are often unaware of the advances Francophone scientists have and continue to make in medicine and pharmacology. The Pasteur Institute isolated the Aids virus and is responsible for significant research in the field of medicine. Students interested in medical careers could be motivated to research this institute. Famous French physicians who could be featured in the who's who of medical leaders include Jean Fernel, Julien La Mettrie, Pierre-Charles-Alexandre Louis, Luc Montaigner, and Philippe Pinel. We can also add Nostradamus to the list!

Where in the world?

French geographers and navigators who opened many parts of the world to us and who included Samuel de Champlain, Paul Vidal, Cavalier de La Salle, Jacques Cartier, and the rustic *voyageurs*, explored the U.S. Students can develop a school-wide guessing game on how many counties, lakes, or towns bear French names or names of French explorers. If your school is located in an area explored or settled by the French there is a rich source of potential community awareness. Place an ad in the paper or write a feature article on the strong ties your region has to the French-speaking world.

(See the Web sites for the Louisiana and Wisconsin celebrations of French heritage at [http://crt.state.la.us/crt/franconfete/franco_frn.htm] and [<http://gbms01.uwgb.edu/~wisfrench/>]).

What would our life be like without?

French inventors have changed our world. Louis Braille, André Citroën, Jacques Cousteau, the Lumière brothers, and the Montgolfier brothers are significant contributors. Each of them created valuable and exciting products which daily impact our lives. Students can have fun making models or posters of their inventions for display with a history of the evolution of the product and the rapport it has with local industries.

It adds up!

Math teachers will welcome collaboration about Blaise Pascal and René Descartes since their contributions to mathematics comprise a significant part of algebra and geometry. Solicit their support in displaying student-generated posters for the classroom or featuring these scientists in all of their classes that week.

CAREERS AND FRENCH

The French Language Covers the World

- Materials: bulletin board in a conspicuous place; paper for drawing outline of map; stencils for lettering; colored markers; copy of AATF flyer entitled *Speaking French: An Investment in the Future* (see page 31 to order).
- Preparation time: one week
- Audience: Students, faculty, school administrators
- Procedure: For the bulletin board, students recreate the central panel of the above-mentioned document. The finished bulletin board should include not only the map but the list of careers beneath it. Career possibilities listed can be tailored to local opportunities and augmented with job ads from urban newspapers calling for skills in French.

French Companies in the United States

- Materials: bulletin board in a conspicuous place; paper on which to draw outline map of the U.S. or use a ready-made map; stencils for lettering; colored string or yarn; colored construction paper; map showing French investment in U.S. to use as model (available from the Ambassade de France, Service de l'Expansion Économique, 4101 Reservoir Road, NW, Washington, DC 20007-2173; Telephone: 202-944-6336).
- Preparation time: one week
- Procedure: Recreate the map, which has lines drawn from the various states to circles. In each circle is a number

corresponding to French investment in the state. For the bulletin board, replace the lines with colored string anchored by pins. The circles should be cut from construction paper. Add a list of some French companies below the map.

- Audience: students, faculty, administrators

French Companies in Our State

- Materials: same as for the other bulletin boards
- Preparation time: one week from receipt of statistics
- Procedure: Write the Department of Commerce or State Development Board to obtain information about French investment in your state. Use this information to create a bulletin board similar to those described above. Also include investment by Francophone companies from countries other than France. Information can be in the form of a pie chart or bar graph and can be divided into two panels, one for France and one for the Francophone world.
- Audience: students, faculty, administrators

Guess the Nationality

- Materials: same as for the other bulletin boards
- Preparation time: minimum one week, depending on amount of research
- Procedure: Students make an interactive bulletin board by cutting fold-overs out of construction paper. On the top fold is the name of a company. Students lift the top fold and underneath is the nationality. Make sure that there are some real surprises by including such companies as Square D (Groupe Schneider), Zenith computers (Groupe Bull), and RCA-Thomson. More advanced or highly motivated students could research the companies and provide additional information about each company under the flap along with the nationality. (Source: Ambassade de France, Service de l'Expansion Économique, 4101 Reservoir Road, NW, Washington DC 20007-2173). You may also contact the Trade *Attaché* of your regional French Consulate.

French and Careers

- Materials: Heavy paper or light pieces of plywood cut into rectangles with some kind of cord attached to loop around a child's neck; stencils for lettering; colored markers
- Preparation time needed: two weeks
- Procedure: Younger students can study the names of careers in French and learn how French can be useful in each.

Each child chooses or is assigned a career in which French is useful and, with the aid of the teacher, letters a simple sign stating "*Je suis infirmière*" or "*Je suis avocat*," "*Je parle français*" or "*J'utilise le français dans mon métier*." Students wear their signs on the day of National French Week when careers are emphasized. They may want to decorate the signs with something that represents the profession such as a stethoscope for a nurse or doctor, an airplane for a flight attendant, or a book for a librarian. You may want to make these as sandwich boards, but students should be able to sit down comfortably while wearing them.

- Audience: students, faculty, administrators

French: A Language of Business

- Materials needed: flyers, brochures, labels, and direction leaflets in French from a variety of products. Students can look for labels written in French in supermarkets; many products (cars, dishwashers, cameras, VCRs) provide directions in French, and some dealers (for example, Honda and Westinghouse) will furnish these in French.
- Procedure: Students combine written texts with product images to form a colorful collage, with the title "French: A Language of International Business." Involve the art teacher and make this into a more elaborate permanent display on plywood that can be used for several years.
- Audience: students, faculty, administrators

What's Your French IQ?

- Materials needed: bulletin board in a place where people have to wait such as next to an elevator or near the school cafeteria; construction paper; colored markers, stencils for lettering; flyer entitled *Speaking French: An Investment in the Future* (see page 31 to order and the Virginia Tech French Web [<http://www.majbill.vt.edu/fil/french/whyfrench.html>])
- Preparation time: one week
- Procedure: Students create an interactive question-answer bulletin board using questions based on information from the flyer and Web site. The questions are written on the bulletin board but the answers are hidden under a flap that can be lifted to reveal the answer. Sample questions: Which French-speaking country is the most important export market for the U.S.? Which French-speaking country is the number one tourist destination in the world? Which French-speaking country is a

member of NAFTA? Which of the following items does the U.S. import from France? A variation might be to post one or two questions each day during National French Week.

- Audience: students, faculty, administrators

RECORDED INTERVIEWS OR GUEST SPEAKERS

French across the Campus

- Materials: video or audio recording equipment; list of prepared questions; informed consent form. Editing equipment is helpful.
- Preparation time: Several weeks will be needed to (1) identify professors willing to be interviewed (possibilities are anthropology, linguistics, history, medicine, biology, physics, English); (2) practice interview techniques and practice with the video camera; (3) schedule interviews; (4) record and edit the interviews.
- Procedure: The interviews should be done with a partner, one interviewer and one camera operator. People being interviewed should be told how the recording will be used and be asked to sign an informed consent form. Interviews should deal with the way the professors use French in their work but should be in English in order to reach the widest audience. The video should be shown during a prearranged time on the campus station. The recorded material may also be used by professors of French teaching required courses in order to encourage students to take more advanced courses.
- Audience: faculty, students and administrators

French in the World of Work

- Materials: audio or video recording equipment
- Preparation time: several weeks will be needed for the project from start to finish
- Procedure: Same as above but using interview subjects outside an academic setting (international lawyers, diplomats, business people, librarians, missionaries, journalists, hotel employees) who use the language in their line of work. The local *Alliance Française* may be a good starting point for identifying subjects for interviews. A variation to interviewing and recording these people in their place of work would be to invite a speaker or panel of speakers to the campus and record their presentations. (See page 31 for information on ordering *Forward with French*, a similar video done by the Western New York AATF Chapter.)
- Audience: faculty, students, administrators

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Quizzes/puzzles

Quizzes and puzzles can be run in the school newspaper during National French Week. Prizes may be given as an incentive to get the entire school to participate with the answers being revealed on the last day of National French Week. For instance, create a crossword puzzle or other word puzzle using the names of French companies and the products they manufacture. Software for making crossword puzzles is available.

Most Influential Languages

Students receive an alphabetical list (on a leaflet or in the student newspaper) of the world's ten most influential languages and asked to arrange them in rank order. According to *Language Today*, a publication for language professionals, the order is: English, French, Spanish, Russian, Arabic, Chinese, German, Japanese, Portuguese, and Hindi/Urdu. The complete article from which this information was taken was reprinted in the January 1999 *National Bulletin* (Vol. 24, No. 3) All students should participate in this school-wide contest.

Which Companies are Owned by French or Francophone Countries?

Students receive a list of names of companies (on a leaflet or in the school newspaper) and asked to guess which are French or Francophone owned. Be sure to include names of companies that are not obviously French or Francophone such as Bic, Mack Trucks, and Square D along with well-known companies such as Michelin. School-wide participation should be encouraged.

RELATED ACTIVITIES

Models of Modern French Engineering Feats

Students make models of French technological marvels such as the Ariane rocket, Concorde, TGV, Eurotunnel, Eiffel Tower, Eiffel bridges, or the *Pont de Normandie* for display in a prominent places.

Create a French Web Page

Students can create their own Web page(s) linking any French projects to the main page. For detailed instructions on creating a Web page, see [<http://www.siu.edu/~aatf/self/begin.html>].

Technology in French Life: The Marvels of the Minitel

Students could report on technology in daily French life from the multiple uses of the Minitel, the *télécarte*, touchscreen ticket distributors, and other similar innovations to demonstrate how the French use technology extensively in their daily lives.

Bon Voyage!

France is the number one tourist destination in the world. Students may want to

interview travel agencies for insights as to how many people in their community travel to French speaking countries every year. In addition, students could contact industries to ascertain how many employees travel to Francophone countries and how often. A poster could be created using brochures from the agencies and countries with the message: "Travel and French: A Daily Connection."

Career Fair

Create a career fair in conjunction with the counseling department to bring to school companies who have international operations. Contact U.S. Government and state agencies, the fashion and garment industry, U.S. subsidiaries of French companies, French subsidiaries of American companies, telecommunications, civil engineering, aeronautics, travel, hotel chains, import/export companies, sports stores, food distributors, and others. This is an excellent opportunity to point out Canada as our major trading partner.

The French-speaking World in Your Life

In the local daily community paper students should note for a month how many references appear about Francophone politics, economics, sales, entertainment, food, and travel. These articles could be pasted onto a large banner which when displayed proves that we are influenced and touched daily by the Francophone world.

Vive le Sport Now and in the Future

Many students eat, breathe, and participate in sports and might be anticipating a career in sports. Since many champions from French-speaking countries are known world-wide, a large collage should be displayed with photos and headlines from *Sports Illustrated*, biking, skiing, sailing, and soccer magazines. A trivia contest could be organized. How many French have circumnavigated the world alone? How many days does the *Tour de France* last? Local sports stores might donate posters and advertising. The Montreal Canadiens Hockey team has bilingual broadcasts, and many U.S. hockey teams have French-speaking Canadian players who can be contacted for support.

Create a Toy

Students create packaging for a real or imaginary product. The box features pertinent information in French, and students create an advertisement for it, including instructions for use and warnings about dangers.

The Great Bonbon Sales Campaign

As a fundraiser, the French students sell French candy. The advertising, through posters and announcements, should be in French with enough graphics to convey meaning for non-Francophone students. Tee-shirts can be tie-dyed and puff-painted

with French slogans for the salespeople to wear on a sales-blitz day. Parents can sell candy at work and display the student-generated flyers written in French.

TECHNOLOGY

If you have access to the Internet, visit the AATF Web site "Teaching with the Internet" for ideas [<http://aatf.utsa.edu/twifaq.htm>].

Scavenger Hunt

Have the students make up questions based on Francophone culture, history, Paris, *châteaux*, etc. with a bibliography of Web sites consulted. Publicize these to the school and have students find as many answers as possible. Offer prizes to the winners. Example: How many arches are there under the gallery at Chenonceau?

"French Rocks"

Students film themselves throughout the fall in skits, mock rock video lipsync's, and student-created commercials which are played on a VCR with a big screen in a continuous loop in a prominent place at school as a kickoff to French week. This program could be offered to community television for airing.

Parlez-vous français?

With the cooperation of community television, students produce three or more lessons on basic French for travelers or diners which would be shown during National French Week. They also could offer their services at the local library for mini-classes at that time.

Télématin or the Today Show

Students produce a show with two hosts, a weather person, a cooking demonstration, three commercials, a sports report, and a feature story. This project could take a week to write and two days to film, but the results would be not only fun but great visibility for the program if shown at parent conferences on a loop, at school, or on community television. Invite students' friends to stop by during National French Week for candy and a viewing.

Opération Afrique

The Peace Corps connects teachers and volunteers for letter and audio-tape exchanges [<http://www.peacecorps.edu/www>]. Link each class with a volunteer in a Francophone country and learn early what the children in the village could use: pencils, pens, paper, etc. Start early and collect funds throughout the school to purchase these products. Have an official send-off party during National French Week with press coverage of the event. Play African (Continued on page 19)
(continued from page 15)
music on that day.

Key- and Penpals From Around the World

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$50 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing on page 31. All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Le Français m'ouvre le monde*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
 - _____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)
- 10 *Forward with French* bumper stickers
- one AATF promotional video (Please indicate your choice; select only one.)
 - _____ *Le Français m'ouvre le monde*
 - _____ *Forward with French*
 - _____ *Allons en France*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Guide to Support from Embassies*
 - _____ *Travel Guide*
 - _____ FLES* report (See page 31 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 25 *Le Français en Amérique du Nord* notepads
 - _____ 25 *Forward with French* Bic pens

Total (\$50 per kit): _____

This entire kit is available for \$50 (postpaid). This represents a 15% savings over ordering the items individually. Payment accepted by check or school purchase order.

ORDER ADDITIONAL COPIES OF THE CENTERFOLD POSTER NOW WHILE SUPPLIES LAST!

Additional copies of the poster are available for purchase at cost. We had a certain number of extra copies printed, and they will only be available while supplies last. Order now to obtain extra copies. All prices include shipping.

Prices: (all prices include shipping and handling)

| | |
|--------------------|-------------|
| 1-5 posters | \$5.00 each |
| 6-20 posters | \$4.00 each |
| 21 or more posters | \$3.00 each |

Number of posters ordered: _____ Total cost for posters: _____

Total Amount Enclosed: _____

Mail this form to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

PROMOTING FRENCH IN COLLEGES AND UNIVERSITIES

The promotion of French is a long-term endeavor that must be performed as a team effort. An efficient recruiting campaign will be organized around specific strategies that can increase student enrollment. Here is a list of strategies that will give new impetus to your French program and help you to recruit students!

French Course Offerings

In addition to more traditional courses in advanced language, literature, and civilization, the French curriculum should offer professional courses, such as business French, scientific French, or French for tourism (hotel and restaurant management) that will provide advanced training for individuals who do not wish to become teachers. These courses may include the preparation for national French exams such as the various certificates organized by the Paris Chamber of Commerce and Industry (CCIP, Direction des Relations Internationales/Enseignement, 28, rue de l'Abbé Grégoire, 75006 PARIS; Web: [<http://www.fda.ccip.fr>]) or proficiency tests such as the *Diplôme d'études en langue française (DELF)* and the *Diplôme approfondi de langue française (DALF)* (French Institute/Alliance Française, 22 East 60th Street, New York, NY 10022; E-mail: [fhenry@fiaf.org]) which is the French equivalent of the Test of English as a Foreign Language (TOEFL). Occasional content courses taught in English (French-speaking cultures, women, film) will attract students to the French program. At the graduate level, special programs for elementary and secondary teachers of French should be organized, such as short immersion periods or summer institutes which may be subsidized by grants. Information on grants may be obtained from the NEH at [<http://www.neh.gov>] or from the Department of Education at the state or federal level [<http://www.ed.gov>]. At the doctoral level, creative and unique programs are more likely to attract students than more traditional ones. Finally, taking students abroad on an organized program will definitely increase enrollment. It is not rare for students to minor and even major in French just to have the opportunity to travel abroad and enjoy a cultural experience.

Teaching methodology should not be ignored, not only in language courses but also in content courses; the Modern Language Association recently initiated a new series for the publication of volumes dealing specifically with teaching strategies applied to literature, culture, and other subjects. We should keep this in mind and make use of the wonderful tools that are now available to us. For example, the program WebCT or Web Course Tools has several templates

that will allow instructors to put any course on the Web; it can also be used for a Web-supported course [<http://www.webct.com>].

Exchange Programs

Exchange programs provide low-cost opportunities for student stays in French-speaking countries. Lists of institutions with addresses and Web sites may be accessed from official governmental sites at [<http://www.education.gouv.fr>] for France, [<http://www.meq.gouv.qc.ca>] for Quebec, [<http://www.primature.sn/men>] for Senegal, or through a French search engine such as [<http://www.yahoo.fr>], [<http://www.nomade.fr>], or [<http://www.toile.qc.ca>] (See "Culture et Internet: Présentation critique" in past issues of the *National Bulletin* as well as on the AATF Web site at [<http://aatf.utsa.edu/>]). Various types of reciprocal programs may be organized for a summer, semester, or academic year whereby an equal number of students from each institution will study at the host institution while being registered at the home institution. The exchange program may involve students and also teaching assistants or lecturers and even faculty members for various periods of time.

French Activities on Campus

Campus activities that are related to French will help recruit students and enhance the dimension of the French program among faculty members from other departments and the administration:

- French Club for students: with monthly activities organized around festivals or special events such as Christmas and *Mardi Gras* parties, *crêpe* and cheese tasting parties, or *pétanque* games (see page 12). For a copy of the videotape on the famous yearly *Mardi Gras* party that attracts some 500 students from 24 secondary schools and colleges in the Dallas-Fort Worth area, send \$9.95 (shipping included) to Sherry Dean, Cultures and Communications Division, Mountain View College, 4849 West Illinois Avenue, Dallas, TX 75211.
- French Club for faculty and staff: Francophiles are found in every department, and many are actually very enthusiastic about practicing their French or just participating in activities related to French. In fact, such a club will give more visibility to the French program at all levels and in all areas. A newsletter can provide information on French events in the area.
- National French Honor Society (Pi Delta Phi): this honor society is aimed at students of French at the college level. Information regarding the creation of a local chapter on campus may be requested from Dr. Rolande Leguillon, Department of Modern and Classical Languages, University of St.

Thomas, 3800 Montrose Boulevard, Houston, TX 77006. Sponsoring a chapter usually involves recruiting eligible students and organizing an initiation ceremony once or twice a year.

- French Table: this conversation activity may be conducted on a regular basis at lunch time or later in the day. It can take place at a designated area of the college cafeteria or in a lounge where participants may bring a sack lunch. French exchange students and Francophiles on campus and in the community should be invited to participate.
- French Film/Art/Lecture series: this may involve a campus French Film Festival, a traveling art exhibit, or a lecture series dealing with the literatures and/or cultures of French-speaking countries. Presentations may be conducted by French faculty and faculty from other departments (art, music, film). The French Cultural Services (972 Fifth Avenue, New York, NY 10021 or your local consulate, see listing of French consulates in the January *National Bulletin* or on the AATF Web site) offer small in-kind grants through free rental of films and exhibits.
- Yearly departmental awards for deserving French majors: this is a nice touch that will create memories and encourage students. This is also an item that can be added to a resume.
- Yearly departmental travel-abroad or study scholarships for French majors: if no funding is available for this purpose, French faculty may try to establish a scholarship fund by contacting alumni and local companies.
- Securing pen pals in French-speaking countries: this activity will provide students with an opportunity for an authentic exchange and may lead to visits.

Active Recruiting

Establish a yearly schedule for active recruiting. As a starting point, prepare a detailed Web site and an attractive flyer on the French program, including a list of French faculty, courses offered, as well as programs and activities related to French. Add some information on the importance of French as an international language and career opportunities with French. Richard Shryock's Web page at Virginia Tech offers convincing arguments on the importance of French in his section titled French: The Most Practical Foreign Language [<http://www.majbill.vt.edu/fli/french/whyfrench.html>]. Flyers may be disseminated as follows:

- Advisors: copies should be sent to advisors of all departments on campus;
- Recruiting freshmen and new transfer students: flyers can be distributed to incoming freshmen and transfer students during

the orientation sessions that take place during the summer;

- Recruiting in high schools: relations with local secondary school teachers should be strengthened through various means: (1) meetings or conferences aimed at developing articulation between levels; (2) presentations about the French program to high school students by college students and faculty; (3) sharing flyers with secondary school teachers. Special events may also be organized on college campuses, such as inviting secondary teachers to film/art/lecture series or even an immersion weekend. Finally, campus tours may be organized for high school students who would thereby become acquainted with the French program through participation in short interactive units (language, culture, and literature), taste French foods for lunch, and even receive or win free tickets for the football game on home-coming weekend;
- Recruiting prospective French minors and majors among students who are enrolled in first- and second-year French courses to fulfill a language requirement. Encourage them to minor or even major in French through participation in a study-abroad program and do a 10-minute presentation each semester in all sections of the second and fourth semester courses. During these short presentations, students could receive an envelope containing documents on the French program and career opportunities with French.

The documents produced by AATF will assist instructors in the promotion of French. They include documents of all kinds produced by AATF, individual members, flyers and booklets produced by the AATF Task Force on the Promotion of French and the AATF Commission for the Promotion of French. (See the Materials Center Listing on page 31 for a complete list of materials available and page 16 for the special Promotional Kit.)

Celebrating National French Week on a College Campus

Here are suggestions for organizing activities on a college campus during the festivities of National French Week, November 4-10. Background information on many activities is available through the Internet. The dozens of activities listed elsewhere in this issue can often be adapted to the college and university level.

Cuisine: Thursday, November 4

Organize a French food tasting fair with several booths organized around regions or types of foods as follows:

By region or country with a sample of regional dishes from Alsace (*choucroute alsacienne, kugelhopf*), Auvergne (*salade*

auvergnate), Brittany (*crêpes, gâteau breton*), Lyon (*salade lyonnaise, cervelle de canut*), Normandy (*sablés normands, tarte normande*), Provence (*ratatouille, salade niçoise*), Belgium (chocolate candy, *gaufres*), Morocco (*couscous*, honey and almond pastries), Quebec (*assiette des habitants, tarte au sirop d'érable*), Senegal (*poulet yassa, bœuf aux arachides*), or Switzerland (*fondue suisse, röstis*), for example.

By dishes: salads, chicken dishes, beef dishes, *quiches*, desserts.

Each booth may be decorated with posters and presented by a student wearing a traditional costume while music plays in the background. Handouts on the regions or recipes may be made available; a videotape on the area may be played at each booth during the fair.

Arts, Arts and Crafts: Friday, November 5

Exhibits may be set up on various aspects of this theme:

Art reproductions may be arranged by artist or by genre and could be presented to the audience in the form of short lectures illustrated by slides. Faculty (including art faculty) and students may be involved in the presentations.

Regional artifacts: typical objects from specific regions/countries such as *santons* from Provence or clogs from Savoie; photos of traditional costumes may be presented. Another possibility would be to organize a parade of students wearing traditional costumes from various regions/countries with a commentary for the audience while slides from the corresponding areas are shown on a large screen.

Community Events: Saturday or Sunday, November 6-7

Film: one or even several films may be presented with a formal introduction before each viewing;

Concert: with the cooperation of the music department on campus, French faculty may plan to have a concert of a music piece or excerpts by composers from French-speaking countries. This may include a piece by the college choir or a small band.

Play: with the cooperation from the drama department, the performance of a play by a French-speaking playwright could be scheduled ahead of time.

Sports and Games, Traditions: Monday, November 8

Organize an exhibit on sports in France with several booths around each type of sport or sport event: the Olympics, *Tour de France, Coupe du Monde*

de Football, skiing, sailing, or ice-skating. Photos of French athletes should be posted and handouts available for visitors. In addition, short presentations by students may be scheduled.

Organize a *pétanque* game or tournament (see page 12) sponsored by the French Club with several teams of 2-4 players each and with semi-finals and finals. Prizes may be awarded to the members of the winning team. A handout with the rules of the game should be available for the audience.

Science, Technology, and Careers: Tuesday, November 9

A special event may be scheduled and could involve several activities:

- Exhibit with booths on themes such as scientific research in France, medical research, French technology, French businesses in the world and the U.S., career opportunities with French. These booths should include posters and provide handouts for visitors; French faculty may host each booth and answer questions. Some of the AATF flyers would be particularly well suited for this purpose (see page 31 to order).
- Invite representatives from French companies in the area to set up a booth on their company, providing brochures and information for visitors.
- Invite representatives from the Cultural Services of French-speaking countries, the *Alliance Française*, or the local French-American Chamber of Commerce to present a short talk on French businesses and career opportunities with French.

Music and Dance: Wednesday, November 10

The possibilities are endless. This may be the perfect opportunity to bring National French Week to a close and have a big party to mark the importance of the event. Guests should include students, parents, faculty from all departments, college administrators, city officials, and individuals who participated in previous events that week. All guests should receive a flyer on the importance of French (*Speaking French: An Investment in the Future*, see page 31 to order). Both the college and city newspapers should be notified of this special event which could include various items:

- Banquet in the form of a buffet with regional specialties from French-speaking areas (tickets to be purchased in advance);
- Formal address by a speaker on the importance of French as a world language;
- Talent show performed by students in the French program: playing a French piece with an instrument, singing, folk dances in traditional costumes, etc.;
- The evening could end with a dance using

contemporary tunes from French-speaking countries.

In order to better achieve the promotional goal of National French Week, each event should include a booth with information on (1) the French program, (2) facts about the importance of French as a world language, and (3) career opportunities with French. To this end, large supplies of flyers should be available for visitors.

Marie-Christine Weidmann Koop
University of North Texas

Depending on the technical facilities available, link your students with pencils or e-mail to correspondants from Francophone countries. Students love pictures, audiotapes done in the students' native language, recordings of favorite songs, etc. If you have a computer lab with Internet connections, keypals can write each other or establish communication on chat lines. Although this has to be carefully monitored, the benefits are worth the effort. A banner with a copy of the photo of each correspondent could be made to display in the school with the caption "French-Speaking Friends From Around the World. Explore officially linking your school with a Francophone sister school and maximize the publicity. Perhaps a decree from the foreign school's principal or town mayor could make the link official. Ask your principal and mayor to do the same.

The Virtual High School

For students versed in *HyperStudio*, *Powerpoint*, or *Clarisworks* and armed with a digital camera or scanner, the students can create a Virtual High School with these multimedia presentation programs. They take pictures of students in class, gym, the cafeteria, the school store, and at school events. These pictures would be accompanied by captions explaining the images and assembled with music from the school band or orchestra as background. Then, the program on disk could be transmitted to a Francophone school to share with students of English. This project would be announced in the fall and take two months to complete.

Joyce Beckwith (MA)
Brenda Benzin (NY)
Jackie Donnelly (MI)
Nancy Gadbois (MA)
Elizabeth Joiner (SC)

A PROFESSIONAL CHEF DEMONSTRATES

Invite a professional chef to the school. For the past four years, we have combined the French and Home Economics classes on the day we get a professional chef to come in the high school and demonstrate how to make a dish for the students. We work with him ahead of time to talk about what he will be demonstrating and what the students will taste. He spends the entire day in the school and repeats his demonstration six times for the double classes. We prepare recipe note sheets ahead of time, and while he is demonstrating, students take notes on the process. If he has some waiting time while something is cooking, he creates amazing garnishes so that the students can see how to make a dish more attractive. They taste what they have seen prepared before the end of the class. The chef we work with makes extra portions ahead of time so that there is enough for all students to taste it. The local press enjoys covering it, and it provides good publicity for both the school and the chef.

Davara Potel (OH)

TOP TEN REASONS TO LEARN FRENCH

- Knowing French will allow you not only to function but to compete effectively in the global economy of the future.
- Speaking French will increase your job opportunities and salary potential.
- Studying French increases your appreciation of other people and their cultures.
- French opens up an entire world of sporting events to enthusiasts.
- Knowing French will improve your vocabulary in English.
- Learning a new language, like French, develops your critical and creative thinking skills.
- Proficiency in French will significantly improve your chances of being accepted to the university and to graduate school.
- Using French enhances your travel abroad to Canada, the Caribbean, Europe, and Africa.
- French is the language of culture, opening your door to art, music, dance, fashion, cuisine, and cinema.
- French is the language of many great literary masterpieces.

See page 31 to order the full flyer.

FUNDING IDEAS FOR BRINGING A MUSIC PROGRAM TO YOUR SCHOOL

In speaking with many of teachers who want to bring a French music program to their students, I have discovered that funding is often a major stumbling block. The following suggestions that have worked have been gathered from teachers:

- school-based funds: administration, your department, parents' organizations, internal fund-raising activities like *crêpe* or candy sales;
- public ticket sales for an evening show. This may be the single easiest way to support school visits. At \$10 per ticket, 200 people would pay the bill for a day in the school and an evening concert and still leave some seed money to begin again the following year;
- grants from the state Arts Council and the school district's arts-in-education funds. In Illinois nonprofit presenters qualify for 35% support for public programs under the Illinois Arts Tour Roster program of the Illinois Arts Council. The Illinois Quick Start program (annual deadline of August 31) also funds artist-in-residency projects up to 50%. Other states may have similar programs;
- local posts of the Veterans of Foreign Wars, when the theme of the show is appropriate, may support the program, especially if you invite WWII veterans to attend;
- "French-flavored" businesses, for example, a French bakery or restaurant, a travel agency, a European bookstore, a music store, may lend support in exchange for recognition in the program;
- corporate in-kind donations for lodging, discount flights, or car rentals;
- chapters of the *Alliance Française*;
- collaboration with neighboring colleges and universities, especially their adult education and outreach departments, or with other schools.

These ideas are by no means comprehensive. This is a collection of some of the more obvious sources. Whole library sections are devoted to grantsmaking foundations, and each state has its own funding sources through its department or council for education, humanities, and the arts.

Any teacher planning such events should always check with school officials before proceeding.

Please pass along any other funding suggestions you may have.

Claudia Hommel (IL)
[clobert@compuserve.com]



The *Tour de France* is known the world over to cycling enthusiasts and the general public alike. Include presentations, posters, and simulated student races to promote French.

ORDER EXTRA POSTERS AND OTHER PROMOTIONAL ITEMS (BUTTONS, BUMPER STICKERS, PENCILS) TO GENERATE INTEREST IN NATIONAL FRENCH WEEK. SEE PAGES 16, 24, and 31 FOR MORE INFORMATION.

SPEAKING FRENCH: AN INVESTMENT IN THE FUTURE

- France is the crossroads of Europe, the world's largest consumer market.
- In over two dozen African countries, French is the official language of business and trade.
- French-speaking Canada, a member of NAFTA, is the U.S.' most important export market.
- The U.S. imports French aerospace engines, motor vehicle components, spacecraft equipment, telecommunication materials, electronic and industrial parts. French companies employ 400,000 workers throughout the U.S.
- More than 4000 international industrial corporations have invested in France.
- The French language is spoken on five continents. Over 200 million people in 43 countries speak French.
- French is both an official and a working language of the United Nations.
- French is the world language of cuisine, fashion, personal care products, architecture, theatre, arts, and dance.
- There are thousands of English words which are derived from the French language.
- French is the second language of the Internet.
- The number of people visiting France annually is greater than its population.

To order the complete flyer, see page 31.

INTERNET SIMULATION

In November 1999, the University of Maryland will run a two-week Internet simulation project in French called ICONS (International Communications and Negotiations Simulation). Students of participating schools adopt the identity of a nation and must prepare to negotiate via e-mail with other national representatives on selected questions. Students learn about their selected nationality, its point of view on the issue under discussion, and prepare a policy statement from that perspective. Topics could be selected from the environment, health, trade, refugees, or human rights.

The discussion is moderated by the University of Maryland. Students compare issues from various news sources and national perspectives and become experts on researching their nation, gain an appreciation for diplomacy, and, most importantly, come to realize that there are other points of view of issues which are different from those we

know as "the right ones," the American ones. This cultural sensitivity is basic to the world language curriculum.

Local newspapers have covered this program for its role preparing students as future world citizens. Students receive e-mail in English and French and send messages in French but provide translations to the moderator.

E-mail negotiations would begin the week prior to *la Semaine du Français* with an on-line chat scheduled during the week itself. Check out the ICONS Web site at [<http://www.icons.umd.edu/>] and contact Beth Blake [bblake@bbs2.umd.edu] for more information. The fee for participating in the two-week simulation is \$150 to cover the cost of the moderator. This is the kind of activity that involves communication, international relations, and technology and administrators should be willing to support it.

Linda Reed
(WA)

NETWORK

- WITH COLLEAGUES IN FRENCH
 - WITH COLLEAGUES IN OTHER DISCIPLINES
 - WITH OTHER AREA TEACHERS
 - WITH FRANCOPHILES IN THE COMMUNITY
- TO POOL RESOURCES AND ENERGY AND TO ATTRACT THE WIDEST AUDIENCE POSSIBLE TO NATIONAL FRENCH WEEK ACTIVITIES.



NATIONAL FRENCH WEEK: LA SEMAINE DU FRANÇAIS

Pour la reconnaissance, l'étude, et la promotion de la langue française et des cultures francophones

Branchons-nous...

Agissons...

Fêtons ensemble!

du jeudi 4 au mercredi 10 novembre 1999

Initiatives locales, régionales, et nationales aux États-Unis

À paraître: des annonces dans le *National Bulletin* et à la page Web de l'AATF [<http://aatf.utsa.edu/>]
(La Fête nationale de la francophonie)

MUSIC AND DANCE: WEDNESDAY, NOVEMBER 10, 1999

De la musique avant toute chose,...
De la musique, encore et toujours!
Verlaine, "L'Art poétique" (1874)

More than 100 years later, Verlaine's words still ring true, because every French teacher has in his or her repertoire songs to reinforce grammar, to enhance cultural and thematic units, to improve proficiency, and to create that special ambiance in the classroom at the beginning or the end of instruction. ALL FRENCH TEACHERS SING! And all French students know that when the cassettes or CDs come out, learning is going to take on a whole new dimension. Dance, however, is another story. We are not known for parading around in tutus, kicking up our heels for the "Can Can," or squatting and flapping our arms for "La Danse des canards," yet our students love to dance, many take private lessons, and all will willingly follow our lead. *Ceci dit*, we hope that you will celebrate National French Week, and, in particular, Music and Dance day with more fanfare than usual and, if possible, move outside your classroom and involve the whole school population, parents, and your community. The two keywords here are VISIBILITY and FUN!

The easiest and most enjoyable way to celebrate this day is to put on a Musical and Dance Revue in the evening. Call it whatever you like, *Festival Francophone*, *Variétés à Go Go*, *Les Folies Bizarres*, and enlist the help of the Performing Arts Department. Aside from lending you sound equipment, they will be flattered that you asked them to participate, and you will also be promoting their programs. Chorus members who take French will be happy to teach some traditional folk songs to the group, and the band or orchestra can easily learn "La Marseillaise." Invite the world, serve French pastries and café at intermission, and include the following categories:

Lip Sync/Karaoke (solo or groups)

Some numbers which go over well are:

1. "Aux Champs-Élysées," "Amérique" (Joe Dassin)
2. "Bonjour" (Anne Sylvestre)
3. "Un, Deux, Trois" (Jean-Jacques Goldman)
4. "Les Ricains" (Michel Sardou)
5. Any song by M.C. Solar
6. "Pour que tu m'aimes encore," "Quelqu'un que j'aime, quelqu'un qui m'aime" (Céline Dion)
7. "Michelle" (Beatles)

Autour du monde (groups)

This can include vocals or background music to accompany a slide show:

1. "O Canada," "Mon Pays" (Gilles Vigneault)
2. "La Marseillaise," "An American in Paris

- (Gershwin), or another song on Paris
3. "Le Plat Pays" (Jacques Brel) Belgium
 4. "City of New Orleans" (Arlo Guthrie), sung also as "L'Amour au quotidien" (Joe Dassin)

Dances (groups)

1. "Can-Can" (to music from *Tales of Hoffmann* by Jacques Offenbach); rent the film with Shirley Maclaine
2. "La Danse des canards" (M. McArthur); available from Teacher's Discovery, Tel: (800) TEACHER;
3. square dancing routine to "La Tarentelle" (Yves Duteuil);
4. line dancing routine to "Aux Champs-Élysées" (Joe Dassin);
5. Cajun line dancing or two-step to anything by Beausoleil; steps can be learned from watching TNN.

Traditional Folk Songs (solo or groups)

Initiate an audience sing-along: "Alouette," "Frère Jacques," "Sur le Pont d'Avignon," "Chevaliers de la table ronde," "Savez-vous planter les choux?" with appropriate gestures and movements

Instrumental Performances

Any piece of music written by a Franco-phone composer or on a Francophone place or person.

Bonjour à Broadway (groups or solo)

Plan a bilingual introduction with songs sung, or lip sync in English or French to music from: (1) *Phantom of the Opera*; (2) *Les Misérables*; (3) *Miss Saïgon*; (4) *Jacques Brel is Alive and Well and Living in Paris*; (5) *South Pacific* ("Dites-moi"); (6) *Can-Can*; (7) *Irma la Douce*; (8) *Pippin*; (9) *Scarlet Pimpernel*; (10) *Gigi*; (11) *La Belle et la Bête*.

Original Dance (groups or solo)

Dances can be ballet or folk.

Poetry to Music (solo)

A poem, read or memorized, with a musical rendition or background; examples Prévert's "Feuilles mortes" or "Barbara."

Oidies but Goodies: Multimedia *Mélange* (solo)

Have students choose a song (maximum 2 min. per song), play a recording of it while showing slides, video clips, pictures from Web sites, etc. of the singer. Include Johnny Hallyday, Françoise Hardy, Édith Piaf, Yves Montand, Georges Brassens, Jacques Brel, Gilbert Bécaud, Georges Moustaki, Nana Mouskouri, the Singing Nun, Maxime Le Forestier, Charles Trenet, Maurice Chevalier.

Students who do not want to participate on stage can be involved in designing the program, props, scenery, lighting, and sound systems. Others can be part of the advertising committee. If students are to receive

a grade, create your own rubric with specific areas such as preparation, originality, and performance. If no grades are involved, the audience can vote for their favorite performance in each category, and prizes can be awarded (donated CDs or gift certificates to local music stores) to the winners. Emcees should introduce the various acts both in French and English. Involve people from outside the school such as parents, teachers from other districts, university colleagues or former students. Invite the local press and cable television to cover the evening.

For teachers who are less ambitious, teaching in a small French department without colleagues to help, take some of the categories and use them in each class to put on the same type of variety show but on a smaller scale that you can take to local elementary schools. Here are some additional suggestions for activities to celebrate Music and Dance that can be done:

Internet Scavenger Hunt

Find famous musicians, composers, dancers who are buried in Père Lachaise or Montmartre Cemeteries (Édith Piaf, Yves Montand, Frédéric Chopin, Georges Bizet, François Poulenc, Jim Morrison, Isadora Duncan, Giacomo Rossini, Jacques Offenbach, Hector Berlioz, Can-Can dancers Jane Avril and Yvette Guilbert) using Web sites: [<http://www.findagrave.com/cemeteries/frperelachaise.html>] or [<http://www.findagrave.com/cemeteries/frmontmartre.html>]. Use this site to search others by name or by location. Ask specifics about each person's grave such as what is Édith Piaf's real name? Where is Chopin's heart buried? Who is next to Yves Montand? Or have students in one class make up questions for another. Have students use this information to create posters celebrating the French music and dance heritage.

Design a Songbook for Traditional Folk Songs

Lyrics should be printed out with graphics so that they can be photocopied. Practice songs in class. During National French Week, visit the elementary schools with your classes (or vice versa). Hand out songbooks and have students lead a "sing-along." Bring *bonbons* and *croissants*. After school or in the evening, visit local nursing homes and repeat the "sing-along." Ask to be put on the agenda of that weeks' School Committee or School Board meeting. Bring the mayor's and/or governor's proclamation for National French Week with you. Explain what you have done, and give a 5-min. performance. Ask local cable TV to cover it.



Phantom of the Opera

Research *Phantom of the Opera*. Read excerpts from Gaston Leroux's book available from Applause Learning Resources, Tel: (800) APPLAUSE. Trace the history of the Opera from Louis XIV and the Royal Academy of Music. Listen to Andrew Lloyd Webber's sound track. Useful Web sites include [<http://phantom.skywalk.com>] and [<http://www.paris.org/Monuments/Opera>]. You can do a similar project with *Les Misérables*, and now is the time to organize a field trip to see them should they be playing locally. Invite parents and school administrators or board members as well.

Composers

Research famous composers such as Maurice Ravel using traditional materials or on the Web at [<http://www.philclas.polygram.nl/class/cp-ravel.htm>] (change the name at the end for other composers). Each student can report on one composer with a biographical sketch and musical excerpts.

Ballet

Compile a list of ballet terms. Research famous ballet masters from George Ballanchine to Maurice Béjart [<http://bejart.ch/>] and dancers such as Rudolf Nureyev and Margot Fontaine. You can expand this topic to include basic vocabulary such as *loge*, *matinée*, *encore*.

Change the Lyrics Contest

Take well-known melodies such as "Au clair de la lune" or "Auprès de ma blonde" and have students write new lyrics and perform their version for an audience. This contest can be expanded to include a "write your own song, *comptine*, or poem to music" contest.

HELPFUL RESOURCES

Francoophone singers: [<http://hapax.be.sbc.edu/PARTS-OF-HAPAX/hapax-17-music.html>].

Videos, CDs, cassettes, films, consult Version Française [<http://www.francevision.com/vf/index.htm>].

Current music and videos: French Video Club (took over Le Hit Parade), 4822 St. Elmo Avenue, Bethesda, MD 20814; Tel: (800) 835-7537; Fax: (301) 656-1658; E-mail: [france@wizard.net].

Virgin Records on the Web: [<http://www.virginrecords.com>]

Génération française (3 excellent CDs with accompanying booklet of lyrics and lesson plans) available from French Cultural Service, Tel: (212) 439-1400 or Web: [<http://www.info-france-usa.org/culture>].

French cassettes and CDs: Rhino Records, 170 Westwood Blvd., Los Angeles, CA; Tel (310) 474-3786.

If you would like song lyrics and instruc-

tions on the "Can-Can," "La Danse des Canards," contact AATF Region II Representative, Joyce Beckwith at [mmejoyb@aol.com].

CHANTEZ! DANSEZ! AMUSEZ-VOUS!
Joyce Beckwith (MA)

Note: Special thanks for Vincent Morrisette, Region IX Representative, and his *équipe* Dr. William Leith, Anne Jensen, Lorraine D'Ambruso, Hélène Chan, and Richard Haynie and Charlene Murphy of Chicopee, MA for their invaluable contributions. As well as the French 4 Honors class who willingly served as guinea pigs and loved the diversion the week after exams.

The Chicago Northern Illinois AATF Chapter is connecting cuisine with references to food mentioned in the fables of Jean de La Fontaine by using cuisine and literature as a vehicle that is accessible and palatable to French students at all levels and to the general community. Chapter members are working with representatives of the French Cultural Service, the *Alliance Française*, Northwestern University faculty, and several associations of chefs to reach a wider audience in Illinois.

The committee is willing to share ideas for the development of this project which will include a contest and teacher-ready materials by *la rentrée*. Contact: Monique Jamet Hooker at [monique@everyone.net].

QUEBEC POP MUSIC WEB SITES

Here are some Web sites to check out for information related to Quebec music:

[<http://www.audiogram.com/>] Audio-gram Records

[<http://www.multimania.com/lodel/ntd/auto.html>] Notre Dame de Paris (the show)

[<http://www.black47.com/>] Irish American group Black 47

[<http://www.total.net/~sjette/gerry.htm>] Gerry Boulet

[<http://ourworld.compuserve.com/homepages/BWoolley/FrenchSong.html>] French songs

[<http://www.colocs.qc.ca/colocs/index.html>] the group Les Colocs

[<http://www.cybermusique.com/>] Cybermusique

[<http://www.netmusik.com/Decibels/>] Jean-Robert Bisailon's magazine

[<http://www.zeromusic.com/delarochelliere/>] Luc de la Rochelière's site

[<http://www.celineonline.com/>] Céline Dion site

[<http://www.lauson.ca/>] Disques Lauson

[<http://www.sirius.com/~alee/fmusic2.htm>] French music database

[<http://www.comnet.ca/~rg/index.htm>] Hergé site

INTERNATIONAL CONCOURS DE CHANSON

Milan Presse, publisher of *Les Clés de l'Actualité*, is organizing a song contest commemorating the 50th anniversary of the Geneva Convention. With support from the French Embassy, the International Red Cross, and the AATF, a contest for the best original song will be held in the fall of 1999. Participating students will receive informational texts to study and will compose a song based on the theme presented, human rights and war. In collaboration with music and art students, they will compose and arrange the music and record the song as well as provide accompanying art work (optional). Winning songs will be recorded on tape and distributed to children who are victims of war.

More information and complete rules and procedures and deadlines will become available over the summer. They will be distributed at the AATF St. Louis convention, posted on the AATF Web site [<http://aatf.utsa.edu/>] under National French Week activities, and multiple copies will be sent to chapter presidents in September. Please contact your local chapter president or AATF national headquarters after August 1, 1999 for more information.

[http://www.adisq.com/ressources_cie/html/productions_fogel_sabourin.html] agent Michel Sabourin

[<http://www.microtec.net/~martrick/chanson.htm>] La Chanson québécoise

[<http://www.adisq.com/>] Quebec music awards

[<http://www.adisq.com/gala98/>] Quebec music awards 1998

[<http://members.xoom.com/nathaliepo/quebecois.htm>] one terrific site with a long list

[<http://www.ericlapointe.com/>] rocker Eric Lapointe

[<http://www.globetrotter.qc.ca/gt/usagers/fcaissy/offen.htm>] Offenbach

[<http://www.geocities.com/~kevin-parent/>] Kevin Parent

[<http://www.rock-detente.com/>] radio station

[<http://rock-detente.com/decompte/decompte.shtml>] radio station with palmarès

[<http://www.davispartners.com/richard/richardfrench/home.html>] Zachary Richard site

David Graham (NY)

CULTURE ET INTERNET: SITES FRANCOPHONES

Les sites Internet proposés ici ont été sélectionnés pour accompagner les thèmes de la Semaine du Français. Des listes plus complètes accompagnées d'annotations qui ont paru dans les numéros précédents du *National Bulletin* d'avril 1998, de novembre 1998, et de janvier 1999, ainsi que cette liste sont maintenant affichés sur le site Web de l'AATF [<http://aatf.utsa.edu/>].

GASTRONOMIE

- [<http://www.blanc.net/>]: site des frères Blanc, restaurateurs à Paris.
[<http://www.bocuse.fr/>]: site bilingue de Paul Bocuse
[<http://www.cerist.dz/>]: recettes de cuisine et de pâtisseries algériennes.
[<http://www.culture.fr/>]: le site du Ministère de la culture et de la communication
[<http://www.mygale.org/~yza/cuisine/>]: le site de la table d'Yza
[<http://www.paris.org/>]: Les Pages de Paris
[<http://www.pariscope.fr/>]: le site du magazine *Pariscope*
[<http://www.vtourist.com>] le service "Virtual Tourist"
[<http://www.arts-culinaires.com/>] Arts culinaires
[<http://www.degustation.net/>] Institut du Goût

ARTS ET MUSÉES

- [<http://www.monuments-france.fr/>] Monuments de France
[<http://web.culture.fr/louvre/francais/musee/collec.html>] Collections du Louvre
[<http://www.chin.gc.ca/>] Musées canadiens
[<http://www.musimage.com/>] Musées en French
[<http://giverny.org/monet/welcome.htm>] site officiel de Giverny
[<http://www.utrillo.com>] site dédié à Maurice Utrillo
[<http://www.LaModeFrancaise.tm.fr/>] La Mode en France

SPORTS ET JEUX

- [<http://www.letour.fr/>] Site officiel du Tour de France
[<http://www.france98.com/>]: site officiel de La Coupe du monde de football 1998
[<http://www.jeunesse-sports.gouv.fr/>]: site officiel du Ministère de la Jeunesse et des Sports
[<http://www.pariscope.fr/>]: le site du magazine *Pariscope*
[<http://www.total.net/main/francais/explore/sports.shtml#A1>]: site du réseau canadien d'information Total Net
[http://www.nomade.fr/cat/loisirs_tourisme/jeux_concours_jouets/] Jeux

TRADITIONS

- [<http://www.paques.com/>] Pâques
[<http://www.club-internet.fr/special/noel/index.html>] Noël
[<http://www.chez.com/sarthe/>] Les saints du calendrier et les dictons
[<http://www.findagrave.com/cemeteries/frperelachaise.html>] Personnages célèbres enterrés au Père Lachaise
[<http://www.findagrave.com/cemeteries/frmontmartre.html>] Personnages célèbres enterrés au Cimetière Montmartre

CINÉMA

- [<http://www.mikorama.com/>] Actualités du cinéma
[<http://www.cineweb.ch/>] Actualités du cinéma
[<http://infos.tf1.fr/cinema/sommairefr.htm>] Le Cinéma sur le site de TF1
[<http://www.volute.qc.ca/deneuve/>] site dédié à Catherine Deneuve

SCIENCE ET TECHNOLOGIE

- [<http://www.palais-decouverte.fr/>] Palais de la Découverte
[<http://www.i-france.com/lavoisier>] Bio-bibliographie d'Antoine Lavoisier
[<http://linux-kheops.com/burpteam/histinfo/histoireinfo.html>] Histoire de l'informatique
[<http://www.rma.ac.be/elec/famous.html>] Électriciens célèbres
[<http://www.pasteur.fr/units/presse/infos>] Service de presse de l'Institut Pasteur
[<http://www.ccr.jussieu.fr/radioactivite>] Centenaire de la découverte de la radioactivité
[<http://www.cmontmorency.qc.ca/sdp/philolamettrie.html>] Julien de La Mettrie
[<http://www.cousteau.org>] site de l'Équipe Cousteau
[<http://www.cnib.ca/wcw/teachers/lbraille.htm>] Louis Braille et l'histoire du braille

EMPLOIS

- [<http://www.afpa.fr/>]: site de l'Association nationale pour la formation professionnelle des adultes (AFPA)
[<http://www.anpe.fr/>]: site bilingue de l'Agence nationale pour l'emploi (ANPE)
[<http://www.cadresonline.com/>]: site français consacré aux cadres
[<http://www.careermosaic.tm.fr/>]: site gratuit de CareerMosaic France
[<http://www.entreprises.fr/>]: site d'Entreprises France
[<http://www.jacan.org/>]: site de Jeunes Entreprises
[<http://www.travail.gouv.fr/>]: site officiel du ministère de l'Emploi et de la Solidarité

MUSIQUE ET DANSE

- [http://ourworld.compuserve.com/homepages/Thierry_Klein/sommaire.htm] Chansons populaires
[<http://www.jigal.com/>] Guide de la Musique On-Line
[<http://www.jjgoldman.com/>] site de Jean-Jacques Goldman
[<http://www.ladanse.com/>] Guide de la danse
[<http://phantom.skywalk.com/>] *Le Fantôme de l'Opéra* en anglais
[<http://www.philclas.polygram.nl/class/cp-r/ravel.htm>] Informations sur les compositeurs; changez le nom pour voir d'autres compositeurs à la fin.

- [<http://bejart.ch>] Site de Maurice Béjart

FRANCOPHONIE

- [<http://www.afp.com/>]: site de l'Agence France Presse
[<http://www.africaonline.co.ci/>]: site sur l'Afrique
[<http://www.francophonie.org/>]: site officiel de l'Agence de la Francophonie
[<http://www.quid.fr/>]: site du *Quid 1998*
[<http://www.rcip.gc.ca/Francophonie/>]: site du Réseau canadien d'information.
[<http://www.tv5.org/>]: le site de TV5
[<http://www.refer.sn/>]: site de Refer Contact pour le Sénégal
[<http://www.cerist.dz/>] site bilingue pour l'Algérie
[<http://www.bayside.net/users/pascal/index.htm>] Atlas géographique mondial

MOTEURS DE RECHERCHE

- [<http://www.nomade.fr/>]: France et la Francophonie
[<http://www.lokace.com/>]: France et la Francophonie
[<http://search.ch/>]: la Suisse
[<http://heiwwww.unige.ch/switzerland/>] la Suisse
[<http://www.debriefing.com/>] méta-moteur de recherche

Marie-Christine Keop (TX)

Jayne Abrate (IL)

CONTRIBUTION OF THE FRENCH CULTURAL SERVICE

The Cultural Service of the French Embassy has provided support for National French Week by according the AATF a grant of 50,000 francs to support projects related to National France Week. This grant has enabled us to include the National French Week promotional poster in every copy of this special issue of the *National Bulletin*. The AATF would like to thank the French government for their support of National French Week.

PRESS RELEASES

It is important to publicize any activities or events you organize in your local newspaper. Send regular press releases to the editor of the Community Events section of the newspaper with photos. Provide the newspaper with a press release as well as supplementary information on French and on your students and their activities. In that way, the reporter or editor can use what you supply as is or may even choose to do a feature article on the French program. Remember that, in most cases, once is not enough. You must contact journalists and other media outlets repeatedly and with interesting, well-presented information to awaken their interest. The media cover events, what is happening in the community, and any information you provide should be presented as an event.

The following sample press releases can be used to announce events. Remember to announce presentations by students to various community groups as well as competition results with photos even when the activity is not open to the general public. Be sure and obtain permission before submitting students' photos.

SAMPLE PRESS RELEASE 1

Celebrate National French Week. The [group] in [city] have planned a [community event] on [date/time]. This event is being organized by [students/teachers] from [school(s)/chapter] and will include [performances/sketches/music/film] in French and related to the French-speaking world. The public is invited. [Mention any admission fees] Contact [name/coordinates] for more

information.

National French Week, November 4-10, is sponsored by the American Association of Teachers of French, the national professional association for French teachers founded in 1927. The purpose of this week-long celebration is to highlight the many contributions of French explorers, artists, musicians, scientists, and philosophers to world culture and civilization. French is spoken by over 200 million people in 43 countries on 5 continents. [The (local) AATF chapter, with over (#) members, is led by (name), President.] Watch for French students in our community who will be publicizing the many reasons to learn French throughout this week. Congratulate them on their accomplishments and interest in other parts of the world.

SAMPLE PRESS RELEASE 2

French students from [school(s)] have planned a number of events to celebrate National French Week, November 4-10. On [date] the theme of [cuisine/sports/technology] will be highlighted with a [dinner/demonstration/performance] at [place/time/fee, if applicable]. On [date], students will focus on [theme] by organizing a [event] at [place/time/fee, if applicable]. On [date/time] the public is invited to [event] which will celebrate [theme]. [Mention fee, if applicable] The public is welcome at all these events in honor of French contributions to literature, music, science, fashion, and culture. Contact [name/coordinates] for more information.

National French Week is sponsored by the American Association of Teachers of French, the national professional associa-

tion of French teachers founded in 1927. In our community, French is taught in over [number] schools and chosen by more than [number] students annually. Come see the results and recognize these students and teachers for their hard work and accomplishments.

SAMPLE PRESS RELEASE 3

National French Week, sponsored by the American Association of Teachers of French, will take place November 4-10. 10,000 French teachers across the United States and their students will celebrate the contributions of the French and French-speaking world to literature, art, music, civilization, science, fashion, cuisine, and many other areas. The [local] AATF chapter will organize [event] on [date/time/place/fee]. In addition, area schools will organize events during each day of National French Week. [List these events.] The public is invited. [List contact names and coordinates of individuals who can provide additional information.]

The American Association of Teachers of French was founded in 1927 to "represent the French language in North America and to encourage the dissemination of knowledge concerning all aspects of the cultures and civilizations of France and the French-speaking world." [Information about local French heritage, such as explorers, historical sites, place names, sister city relationships, and other "French connections."] The [local chapter] invites our community to celebrate the French heritage that is all around us.

**ORDER FORM FOR
NATIONAL FRENCH WEEK PROMOTIONAL ITEMS**

The following items are available from National Headquarters at cost for distributing to guests, promoting National French Week, and advertising the celebration. All prices include shipping.

| | Quantity | Total |
|---|----------|-------|
| Bumper Stickers: <i>National French Week: November 4-10</i> [2 for \$1; 10 for \$4] | _____ | _____ |
| Pencils: <i>La Semaine du Français: du 4 au 10 novembre</i> [4 for \$1] | _____ | _____ |
| Buttons: <i>On est les meilleurs!</i> [1-25 @ 65 cents each; more than 25 @ 50 cents each] | _____ | _____ |
| Balloons: <i>National French Week: La Semaine du Français</i> [8 for \$1] | _____ | _____ |
| **SPECIAL: Order 25 of each item (100 items total) for \$25 (represents a 20% savings) | _____ | _____ |
| Total Amount Enclosed: | | _____ |

Name:

Address:

THE FRANCOPHONE FAMILY: ESSAY COMPETITION RESULTS

Last September an essay competition was announced in the AATF *National Bulletin*. High school and junior high school students were invited to write a 500-word essay in English entitled "Learning French means membership in the extended Francophone family: diverse, dispersed, but linked by language." Students were to show how learning French had allowed them to become members of a very special community. Because French is spoken in such places as far apart as Belgium and Bénin, Madagascar and Martinique, the members of the community have different religions, belief systems, and customs, yet they all have one thing in common—they communicate in French. It was hoped that students would use the extended family as a metaphor but that they would have a strong, personal voice. The 123 entries from 18 teachers in 13 different states exceeded our expectations. The students' essays were a joy to read, and their enthusiasm for French was inspiring. Many teachers are doing an excellent job promoting French to their students, and, in turn, the students are great advocates for learning French. Congratulations go to the following students who wrote the best essays:

High school students:

First Place: Kevin Hillemeier

(Teacher: Barbara Hoerr, Peoria, IL)

Second Place: Alex Price (Teacher: Christena Wiseman, Reno, NV)

Third Place: Jennifer Mason (Teacher: Barbara Hoerr, Peoria, IL)

Fourth Place Tie: Jamie Planck

(Teacher: Barbara Hoerr)

and Erin Wendle (Teacher: Barbara Hoerr)

Sixth Place: Elisabeth Wyatt (Teacher: Mary Moermond, Johnston City, IA)

Seventh Place: Karita Shah (Teacher: Barbara Hoerr)

Eighth Place: Alison Hakes (Teacher: Barbara Hoerr)

Junior high school students:

First Place: Greg Phillip (Teacher Alan Wax, Oak Lawn, Illinois)

Second Place: David Ruthenberg (Teacher: Alan Wax)

Third Place: Grant Suhs (Teacher: Alan Wax)

Fourth Place: Sarah Klinkenberg (Teacher: Damara Press, Acton, MA)

Fifth Place: Robin Soule (Teacher: Damara Press)

Sixth Place: Shiveh Reed (Teacher: Damara Press)

Congratulations go to the students and their teachers. A special thank you goes to all the teachers who encouraged their stu-

dents to submit essays: Irina Dorman (CA), Dominic Corraro (CT), Mary Moermond (IA), Jo Anne Bratkovich, Barbara Hoerr, and Alan Wax (IL), Shelley Witman Vincent (KS), Michael Brand (LA), Damara Press (MA), Marcille Ansorge and Nikki McDonald (NE), Christena Wiseman (NV), Hazel Adolphson (NJ), Kathi Hochberg and Nicole Agati (NY), Marylou Stocky and Sonia Brandon (VA), and Teresa Law (WV).

Jacqueline Thomas

Texas A & M University (Kingsville)

WINNING ESSAYS

FIRST PLACE - HIGH SCHOOL

The Extended Francophone Family

"Speaking French means membership in the extended Francophone family: diverse, dispersed, but linked by language." All over the world, there are countries, provinces, colonies, territories, and clubs all separated by hundreds of miles of land and years of culture but connected with one common bond, the French language. This is why French is such an important and distinct language. It takes all those differences and unites the different cultures into one of the largest families in the world, the Francophone family.

The Francophone family is diverse. It is the combination of many races, economic groups, and histories. The Francophone family consists of hundreds of different cultures. The French language is as much a part of the art of Haiti as it is the art of Paris. It is as much a part of the hockey of Quebec as it is the vineyards of France. The French language is as much a part of the tribes of the Ivory Coast as it is a part of the Arc de Triomphe. The Francophone family is as diverse as it can get. One of the main reasons why it is so diverse is because it is all over the world. The huge spaces between where French is spoken provide a gap where cultures change and evolve.

The Francophone family is dispersed. French is spoken in the rice fields of Vietnam. French is spoken in the rain forests of Madagascar. French is also spoken in my very own high school classroom in Illinois. One can find French being spoken just about anywhere. The French language is the key to the membership into the extended Francophone family. It is the ticket that allows access to this exclusive club. The only fee to get in is the time it takes to learn the French language. The French language is a lot like the catered food at all the meetings, it's the reason we keep coming back to all of them. It is what links us, because we

all share the same reason for coming to the meetings at all, the French language. We feed off its knowledge and culture. Eventually, the extended Francophone club evolves into a family. But through it all, it is the French language which bonds us together.

I'm very glad that I am one of the students who chose to study French. It opens up to me a different world. A world where there is unity not only in the culture of the English language, but a world where we can be unified by our connection with the French language. Even if we are not citizens of one of the countries, provinces, colonies, or territories that officially speak French, we can be part of the club because we study and learn the French language at school. My world is beginning with new and different opportunities because of my growing membership in the Francophone club and soon to be family. I hope others choose the French path also.

Kevin Hillemeier (Age 14)

Richwoods High School (IL)

FIRST PLACE - JUNIOR HIGH SCHOOL

The World's Treasure

The extended Francophone family, including many African, European and American cultures, has one major thing in common: language is an art form. Not only is it their common thread, but a passion as well. Notice, if you will, that France has banned all but certain names so no foreign sounds would ruin the language. French and its many dialects usually have a strong foundation and use very little slang, while American has turned its national language into a joke. They have slang, surfer talk, tech-talk, and even a sanctioned spin-off called Ebonics. How many people do you know who speak English with pride? I'd think *non*. French, being the language of love (*la langue d'amour*), is spoken proudly by many who know it. What does this tell you about this series of cultures? It should show you how such different people, be they natural speakers, a linguist, or an eager student sitting in his high school class; African, or European, can always share a common thread. Is it a coincidence that French is spoken so often at peace talks? I think not. It connects people, showing how much in common we all have. Do you know another language (with the exception of Latin, French's predecessor) in which people are regarded as highly intelligent and creative for simply speaking it? Probably not. Yet, we hear a person speaking French, and automatically think, "Oh how refined they must be..."

With Spanish having taken over the American foreign language program, French is regarded as exotic, new, fresh...and why

not? Do the words not slide off the tongue in such a pleasant way that it makes one want to speak more? I doubt you'll hear anything more romantic than a Frenchman confessing his feelings to the woman he loves in his native language. This is all glamorized, and quite rightly, in cinema. We're familiar with distant *amants* finding each other in France, of the elegance of the culture, the impact the language has on how people act. Rambling as this may sound, French can increase happiness. Think for a second, of the gratification one feels when mastering a language. From experience, I've felt my spirits lightened when I learned new French terms. I felt I was becoming something more, an elite if you will; a person who was lucky enough to have the ability to converse in French. I'm sure all secondary learners of the language feel this way, and maybe some for whom it is a natural language. Who wouldn't feel better speaking an elegant language like French? It adds fluency to your thinking. Deciding which word not only works in a position, but sounds better, and comes across as more intelligent, has increased my thinking speed dramatically. All of these things combined show us that the Francophone family is a culture of not only artistic linguists, but also of thinkers. All this rolled together with its clearly being a manifestation of human creativity, has made French into the great language it is today.

Greg Philip (Age 14)

McGugan Junior High School (IL)

SECOND PLACE - HIGH SCHOOL **Speaking French Means Membership in the Extended Francophone Family: Diverse, Dispersed, but Linked by Language**

The Francophone world is a vast global network of many different people speaking the same beautiful language.

Every society and community has its own traditions, customs, and way of life, separating its people from the rest of the world; but a common language allows these barriers of region, custom, and race to be ignored. This common language creates a link of knowledge and conversation between the communities, which improves the well-being of all of the communities. Everyone in this network of language benefits from this increased communication: with more information in their grasp, the people can make more informed choices about themselves and the world. The French language is one of the best examples of this because it is spoken by a vast number of people from various places around the world. French connects people in France to those in Canada, Haiti, Algeria, Côte d'Ivoire, Viet-

nam, Tahiti, and many other countries and societies. The vast dispersion of the Francophone world leads to many vast differences between people. These differences have caused problems throughout history, but the people have been united in communication and understanding by French. Even though these people have completely different cultures, they are all linked together by the French language, giving them unity and a greater importance in the world.

The French-speaking people benefit greatly from their diversity. Their common language acts as a link between their cultures, so each can learn vital information about the other. With this information, the societies can incorporate the best aspects of the others' culture into their own, bettering their own societies. This process continues indefinitely with the people constantly improving themselves by learning from others on opposite sides of Earth. Because of the enormous number and diversity of people who speak French, these benefits are even greater than those of other languages. Through the common link of French, people from completely different societies, such as a man in Vietnam and a man in Canada, can experience, learn about, and benefit from the interaction with someone completely different. This link between Francophone societies brings out the best qualities in all.

French is an essential language in the modern world because of its wide usage and acceptance. Our modern age of information and computers thrives on the diversity of its people. The Francophone world is dispersed across the surface of the Earth, making it a desirable language in today's modern society. Knowing French opens up not only France but the whole world for the exchange of information, ideas, and business. The hundreds of millions of people who speak French are linked together through the language and its rewards.

By learning to speak French, one becomes part of this wonderful family of people from everywhere on Earth, all speaking the same language.

Alex Price (Age 16)

Reno High School NV

THIRD PLACE - HIGH SCHOOL **La Fête Nationale de la Francophonie**

"Parlez-vous français?" Two hundred million people from many different countries would respond *"Oui."* A common link for many nations, the French language is also an official diplomatic language. A command of this language is the key to unlocking doors to opportunities throughout the world.

French is a universal diplomatic language necessary to international affairs. One nation that uses French for business purposes

is Canada. Just over the border, Quebec is a place that uses French to conduct everyday business and make important political decisions. For example, two-thirds of the population of Montreal, Quebec is of French descent, but even those of British descent speak French. In this successful country the use of both French and English as official languages is an advantage. However, the enjoyment of studying, working, or even visiting while immersed in the culture is amplified by an understanding of French. On the other hand, a completely different culture awaits visitors to French Guiana. Both French and Creole are spoken in this impoverished South American nation. French Guiana is economically dependent on France and does not attract many tourists. This is also the case in some French-speaking nations in Africa, such as Mali, Togo, Benin, and Burkina Faso. In order for these French-speaking nations to become self-sufficient countries, prosperous nations must help these countries to attain stability. Without the mutual language of French, the nations could not communicate or work together to achieve this goal. Thriving nations such as Canada, related to these struggling countries by language, are the key to future opportunities for the country itself. These nations, polar opposites in nature, demonstrate the international opportunities presented by the unifying language of French.

Besides international relations, a comprehension of the French language also gives people the chance to study or work in foreign countries. The anxiety of "drowning" in a foreign culture and a foreign language is an all too common feeling among tourists. In this case in many nations, the French language can be a "life preserver." In European nations such as Belgium and Switzerland, French is one of multiple official languages. Even though citizens may speak one language originally, most also understand French. For example, French and Dutch speaking universities created from the Free University of Brussels in 1970 allow students who speak French in addition to another language to study with Belgian students. After a bilingual education, students are prepared for modern jobs involving overseas business trips and transfers. For example, a business could send an employee to a branch in the partially French-speaking Switzerland. If the employee already understood French, he or she would be saved the time of learning a totally new language. A firm grasp on the French language affords people the chance to work or study immersed in a foreign culture, opening yet another door with this valuable key.

The French language is the key to multiple doors throughout the world. Without this ability, nations would not be able to communicate and cooperate. The same goes for individuals. Also, students could not

BIBLIOGRAPHY OF USEFUL RESOURCES ON LA FRANCOPHONIE

For those of you who wish to focus on *la Francophonie* during National French Week, here are a number of sources for additional information and materials.

THE ANTILLES/CARIBBEAN ISLANDS

Books:

- Berlitz Travel Guide: French West Indies*. Lausanne: Berlitz Press, 1989/1990.
- Birnbaum's 95 Caribbean*. New York: Harper Collins, 1994.
- DeMers, John. *Caribbean Cooking*. Los Angeles: HP Books, 1989 [recipes and section on ingredients, pp. 14-23].
- Fowler, Virginia F. and George A. Elbert. *Down-Island Caribbean Cookery*. New York: Simon and Schuster, 1991, "The Caribbean Cupboard," pp. 22-48.
- Grant, Rosamund. *Caribbean and African Cooking*. Brooklyn: Interlink Books, 1993.
- Harris, Jessica B. *Sky Juice and Flying Fish: Traditional Caribbean Cooking*. New York: Simon and Schuster, 1991 [ingredients and utensils, pp. 49-72].
- Howard, Michael. *Eyewitness Art: Gau-guin*. London: Dorling Kindersley, 1992.

Books from France:

- Berlitz Guide de Voyage: Antilles Françaises*. Oxford: Berlitz Press, 1995/96.
- Contes créoles d'Haïti*. Collection Fleuve et Flamme, série bilingue. Paris: Conseil International de la Langue Française [short stories in French; see helpful addresses].
- Une Semaine en Gaudeloupe*. Paris: Marco Polo/Hachette, 1997.
- Une Semaine en Martinique*. Paris: Marco Polo/Hachette, 1997.

Video Cassettes:

- Antilles*. Video Guides Hachette. 55 minutes. French [cassette sold with a mini-guide, available from Bonjour America; see helpful addresses].
- Flaccus, David. *Glimpses of Martinique*. Roanoke: Gessler, 1996. 22 min. [includes tapescript; narration is mainly in English with eight French interviews].
- French Folk Dancing*, Vol. 1 [has the Contra-danse from Haiti; can be ordered from Gessler].
- Rue Cases-Nègres* [video plus lesson plans available from FilmArotics, Inc.; see helpful addresses].

Audio Cassettes:

- La Compagnie Créole: "Le Bal masqué," "Ma première biguine partie"
- Philippe Lavil. Kole Sere: "Fort de France"

Other:

- Poster of Martinique. Teacher's Discovery; Tel: (800) TEACHER.

THE MAGHREB

Books:

- Baedeker's Tunisia*. New York: Prentice Hall, 1992.
- Betty Crocker's New International Cookbook*. New York: Prentice Hall, 1989.
- Cowart, Jack and Pierre Schneider. *Matisse in Morocco: The Paintings and Drawings, 1912-1913*. New York: Harry N. Abrams, 1990.
- Crowther, Geoff and Hugh Finlay. *Morocco, Algeria and Tunisia: A Travel Survival Kit*. Berkeley: Lonely Planet, 1992.
- Lukins, Sheila. *All Around the World Cookbook*. New York: Workman Publishing, 1994.
- Olaore, Ola. *Traditional African Cooking*. London: Foulsham, 1990.
- Reid, William, Jr. *100 Craft Projects from Around the World*, "Folk Art and Crafts of the Arab World," pp. 173-184. Portland: J. Weston Walch, 1982.
- Shabbas, Audrey and Ayad Al-Quazzaz, eds. *Arab World Notebook: Secondary School Level*. Berkeley: Najda, 1989.

Books from France:

- Contes d'Algérie*. Collection Fleuve et Flamme. Paris: Conseil International de la Langue Française, 1988.
- Contes Maghrébins*. Collection Fleuve et Flamme. Paris: Conseil International de la Langue Française, 1981.

Video Cassettes:

- Marrakesh and Fez*. 30 minutes. 1995. International Video Network [available from Fusion Video; see helpful addresses].
- Morocco: A Bridge Across Time*. From Video Visits. 53 minutes [available from International Video Network; see helpful addresses].
- The Morocco Experience*. From Lonely Planet. 47 minutes [available from International Video Network; see helpful addresses].

Audio Cassette:

- Morocco: Crossroads of Time*. CD and 64-page book. Ellipsis Arts, Roslyn, NY, 1995.

WEST AFRICA

Books:

- Faul, Michael A. *The Story of Africa and Her Flags to Color*. Santa Barbara: Bellerophon Books, 1991.
- Grant, Rosamund. *Caribbean and African Cooking*. New York: Interlink Books, 1993 [glossary with illustrations].
- Grunfeld, Frederic, ed. *Games of the World: How to Make Them, How to Play Them, How They Came to Be*. New York: Holt Rinehart and Winston,

- 1975 [information on Wari, Yote, and an African string game].
- Hafner, Dorinda. *A Taste of Africa*. Berkeley: Ten Speed Press, 1993.
- Harris, Colin. *A Taste of West Africa*. New York: Thomson Learning, 1995.
- Kopka, Matthew and Iris Brooks, eds. *Jali Kunda: Griots of West Africa and Beyond*. Roslyn, NY: Ellipsis Arts, 1996 [96-page book and CD set].
- Mang, Christa. *Senegal*. New York: Gessler Publishing, 1991.
- Olaore, Ola. *Traditional African Cooking*. London: Foulsham, 1990.
- Sandler, Bea. *The African Cookbook: Menus and Recipes from Eleven African Countries and the Island of Zanzibar*. New York: Carol Publishing, 1993 [a section on Senegal: foods and how dinner is served].

Books from France (all available from the Conseil International de la Langue Française):

- Contes des lagunes et des savanes*. (Fleuve et Flamme) Paris: EDICEF, 1983.
- Contes et légendes Soninké*. (Fleuve et Flamme) Paris: EDICEF, 1978.
- Contes et mythes du Sénégal*. Collection Fleuve et Flamme. Paris: EDICEF, 1986.
- L'Enfant rusé et d'autres contes bambara*. Collection Fleuve et Flamme. Paris: EDICEF, 1984.

Video Cassettes

- Afrique francophone*. 52 minutes [interviews, ads, songs, etc. from a number of French-speaking countries. Available through FACSEA].
- Glimpses of West Africa*. 31 minutes. New York: Gessler [both English and French versions available].
- Ma journée en français*, 30 minutes, 1990 [video visits to six Francophone areas including Senegal, Benin, and Reunion; each visit is narrated by a child who takes you through a typical day in his/her country; available through PICS].
- West Africa: Benin, Mali and Burkina Faso*. 45 minutes. Lonely Planet Publications, 1996.

Other:

- Prior, Jennifer. *The Games of Africa*. HarperFestival (Harper Collins), 1994 [kit with book with instructions for five games and mancala board/pieces. Background information on the countries where the games are played; the games are: yote, sey, achi, mancala, and the Guinean string puzzle.]
- Posters of Adrinka symbols and Kente cloth. Available from Sankofa

Educultural Consultancy; see helpful addresses.

LA POLYNÉSIE FRANÇAISE

Books:

Barrow, Terence. *The Art of Tahiti and the Neighbouring Society, Austral and Cook Islands*. London: Thames and Hudson, 1979.

Bennett, Victor. *The South Pacific Cookbook*. Englewood Cliffs: Prentice Hall, 1970.

Goodwin, Bill. *Frommer's South Pacific*, fifth ed. New York: Simon and Schuster.

Islands of Tahiti. Trans. Lisa Neumeier-Anderle. Bora Bora: Kea Editions, 1993 [available through Petra Dorris; see helpful addresses].

Metken, Gunter. *Gauguin in Tahiti: The First Journey, Paintings 1891-1893*. New York: W.W. Norton Co., 1992.

Books from France:

Cachin, Françoise. *Gauguin: Ce malgré moi de sauvage*. Paris: Gallimard, 1989 [Tahiti: chapter 4, pp. 67-91].

Durand, Alain. *Guides Hachette VISA: À Tahiti*. Paris: Hachette, 1989.

Gauguin, Paul. *Les Lettres à sa femme et à ses amis*. Paris: Grasset, 1946.

Légendes tahitiennes. Collection Fleuve et Flamme. Tr. Louise Peltzer. Paris: Conseil International de la Langue Française [see helpful addresses].

Video Cassettes:

Tahiti. 33 minutes. 1992. Rand McNally Video Traveller Collection [available from International Video Network; see helpful addresses].

Islands of the South Pacific. Video Visits. 75 minutes. 1992. International Video Network [available from Fusion Video; see helpful addresses].

Audio Cassettes:

Many audio cassettes available from Petra Dorris; see helpful addresses.

Other:

Poster: Tahiti. Available from Teacher's Discovery.

Calendar; postcards. Available from Petra Dorris; see helpful addresses.

Davara Potel (OH)

HELPFUL ADDRESSES

AMIDEAST [poster of Arabic alphabet]
1730 M Street, NW Suite 1100
Washington, DC 20036
Tel: (202) 776-9600

AWAIR [Arab World Notebook, books on Islamic art]

Arab World and Islamic Resources
1865 Euclid Avenue, Suite 4
Berkeley, CA 94709
Tel: (510) 704-0517

Bonjour America Inc.
116 Consumer Square
Suite 258
Plattsburgh, NY 12901

Conseil International de la Langue Française
11, rue de Navarin
75009 Paris, France

Ellipsis Arts . . .
20 Lumber Road
Roslyn, NY 11576-9894
Tel: (800) 788-6670

FACSEA (Society for French American Cultural Services)
972 Fifth Avenue
New York, NY 10021
Tel: (212) 439-1439

FilmArobics, Inc.
9 Birmingham Place
Vernon Hills, IL 60061
Tel: (800) 832-2448

French West Indies Tourist Board
610 Fifth Avenue
New York, NY 10020

Fusion Video
17311 Fusion Way
Country Club Hills, IL 60478
Tel: (800) 959-0061

International Video Network
212 Tucker Street
Healdsburg, CA 95448-4423
Tel: (800) 360-4486

La Librairie du Pacifique
32, rue Monsieur-le-Prince
75006 Paris, France

National Office of Moroccan Tourism
20 East 46th Street
New York, NY 10017
Tel: (212) 557-2520

Office Dépt. du Tourisme de la Guadeloupe
5, square de la Banque
97181 Pointe-à-Pitre Cedex
Guadeloupe, French West Indies

Office Dépt. du Tourisme de la Martinique
Boîte postale 520
97206 Fort-de-France Cedex
Martinique, French West Indies

Petra M. Dorris, South Seas Imports
3717 Division Street
Los Angeles, CA 90065
Tel: (800) 668-2448

Sankofa Educultural Consultancy
Dr. Kwaku Ofori-Ansa
2211 Amherst Road
Hyattsville, MD 20783
Tel: (301) 422-0540

Tahiti Tourist Promotion Board
300 N. Commercial Blvd., Suite 180
El Segundo, CA 90245



PROMOTIONAL PAGE FOR REQUESTING SUPPORT FOR FRENCH

Use the cover of the January 1999 *National Bulletin* to advertise National French Week to local businesses from whom you are seeking support. The French translation on the facing page can be used with French or Francophone companies. This page provides a description of the goals and themes of National French Week and summarizes our efforts to promote French from November 4 to 10.

On the back page of this issue, you will find a National French Week logo which you can use in promotional materials you develop. You may duplicate any of these materials. Please give credit to the AATF.

WAYS TO PUBLICIZE FRENCH

- student-created posters and banners
- articles in the school or town newspaper
- morning announcements in French over the PA system
- cheering in French at sports events
- program notes or announcements for band or theater programs in school (may be done in exchange for help creating or distributing the program)
- ads in local publications and programs (may be done in exchange for student help at events)
- public performances or competitions by French students
- presentations to local community groups
- documents prepared in French, such as school flyers, cafeteria menus, signs, city brochures or advertising
- Web sites
- features in the school year book on the French club activities, exchange students
- booth at a local mall during the holiday season, *Mardi Gras*, as well as National French Week
- posters, displays, *tableaux vivants* in local businesses
- tee-shirts, caps, pens, bumper stickers, buttons, or other promotional items
- awards for French students/supporters
- ads, interviews, or programming on local television or radio
- student exchanges, study or travel abroad, e-mail correspondence with French-speaking countries
- advertising by local businesses, such as slogans supporting French on delivery trucks or cement trucks
- a newsletter produced by the French classes and distributed in the community



American Association of Teachers of French

NATIONAL BULLETIN

TRADUIT DU VOLUME 24 NO.3 JANVIER 1999

NATIONAL FRENCH WEEK: LA SEMAINE DU FRANÇAIS DU 4 AU 10 NOVEMBRE 1999



La Semaine du Français est une initiative de l'**Association Américaine des Professeurs de Français (AATF)** destinée à promouvoir le français dans les écoles et dans les diverses communautés dans l'ensemble des États-Unis. Nous demandons aux membres et aux chapitres de l'AATF de sortir le français des salles de classe et de monter une campagne publicitaire de grande envergure pour le français et tout ce qui y a trait pendant la semaine du **4 au 10 novembre 1999**. Une équipe nationale est à l'œuvre depuis longtemps pour planifier cette importante célébration de tout ce qui est français. Dans le numéro de janvier 1999, ainsi que dans des numéros précédents du *Bulletin national de l'AATF*, vous trouverez des renseignements sur les différents concours, les articles promotionnels, et les bourses disponibles pour l'organisation de **la Semaine du Français**. Les préparatifs continuent pour l'élaboration d'affiches, autocollants, et autres articles publicitaires. De façon plus importante, un numéro spécial du *Bulletin national* est en préparation et sera disponible fin avril avec une sorte de guide pour les enseignants et tous ceux qui voudraient préparer des activités pour participer à cette célébration.

Le comité national s'est réuni au mois de novembre 1998 avec la Commission pour la Promotion du Français et le Comité pour la Publicité de l'AATF pour mettre sur pied les grandes lignes d'une campagne publicitaire pour la semaine nationale. Plusieurs grands thèmes ont été retenus et le numéro spécial du *Bulletin national* fournira des directives pour la promotion du français à tous les niveaux autour d'un certain nombre de ces thèmes:

Le jeudi 4 novembre - La cuisine
Le vendredi 5 novembre - L'art et

l'artisanat

Les samedi ou dimanche 6 et 7 novembre - des activités destinées à toute la communauté (films, concert ou autre activité culturelle)

Le lundi 8 novembre - Les sports et les loisirs

Le mardi 9 novembre - Les sciences, la technologie et les métiers

Le mercredi 10 novembre - La musique et la danse

Le numéro spécial du *Bulletin national* offrira d'autres exemples d'activités, de plus ou moins grande envergure qui pourraient s'insérer dans le cadre de cette célébration. Un enseignant pourra par exemple préparer des activités en rapport avec la cuisine et les sciences, tandis qu'un autre préférera se consacrer aux arts et au cinéma. Des activités centrées autour de la Cuisine française pourront, par exemple, varier d'une dégustation de fromages français à la vente de crêpes, d'éclairs, ou de bonbons français par le club français; il pourra s'agir également d'une démonstration sur l'internet des ressources disponibles sur les cuisines francophones, de la présentation d'un film ou de l'étude d'œuvres littéraires ou de films dont le sujet principal est la cuisine; d'une démonstration par un chef ou un pâtissier de la localité; ou même de la préparation d'un repas français par les élèves de l'école, leurs parents, ou la cafétéria, avec des invités d'honneur qui pourront être d'autres enseignants, des conseillers pédagogiques, des membres du Conseil d'Administration; ou encore à l'ouverture d'un café français; à une chasse au trésor pour des élèves à la recherche d'ingrédients rares nécessaires à la réalisation d'une recette exotique; à la publication d'un menu en français pour la cafétéria de

l'école; à l'organisation d'une fête culinaire francophone avec la participation d'étudiants étrangers de divers pays francophones.

Le but de toute cette célébration demeure de donner au français la plus grande visibilité possible aussi bien dans les établissements d'enseignement que dans les communautés, de sensibiliser les conseillers pédagogiques, les administrateurs, les élèves actuels, et les futurs élèves, sans oublier les Conseils d'Administration et les médias.

Collaborez avec d'autres enseignants dans vos écoles et vos communautés, mettez-vous en rapport avec des collègues de l'enseignement supérieur pour mettre à profit toutes les ressources et l'expertise qu'ils détiennent, travaillez avec votre chapitre de l'AATF de façon à donner le plus d'éclat possible à votre entreprise, mais surtout, associez vos élèves à l'opération. Si l'ensemble des quelques 10.000 membres de l'AATF participent, et mobilisent 50 élèves chacun, pendant **la Semaine du Français**, la cause du français aux États-Unis bénéficiera d'un demi million d'ambassadeurs.

Nous devons nous efforcer de donner au français une visibilité égale à celle que connaissent d'autres langues. Nous connaissons tous les mille et une raisons qui justifient qu'on apprenne le français, mais il nous faut les communiquer à ceux qui sont responsables des programmes, aux futurs élèves et à leurs parents.

Faites vos projets dès maintenant! Prenez contact avec les dirigeants de votre chapitre de l'AATF pour qu'ils vous aident, mettez-vous en contact avec d'autres enseignants en vue de collaborations éventuelles, et ne manquez pas le numéro spécial du *Bulletin national* fin avril. N'oubliez pas non plus de consulter le site AATF sur la toile [<http://aatf.utsa.edu/>]. Ce site sera continuellement mis à jour au 29

Below you will find a sample proclamation which you can use as a template to obtain a similar document from your local mayor. We would like to thank Jacqueline Donnelly and her mayor, Albert H. McGeehan of Holland, Michigan for this proclamation.

SAMPLE PROCLAMATION

WHEREAS, education is the process by which one generation passes on to the next generation both the knowledge of “how to learn” as well as a zest and passion for the joy of learning itself, and

WHEREAS, the success of achieving these lofty goals is mankind’s insurance policy for the future, and

WHEREAS, in the study of foreign languages peoples have an immediate bridge to international understanding and cooperation, and

WHEREAS, the study of the French language by generations of American youth has fostered greater understanding of and appreciation for the people and cultures of France and the French-speaking world, and

WHEREAS, this study will continue to bridge the miles that separate the students of the United States with those regions of the French-speaking world.

NOW, THEREFORE, be it resolved that I, _____, Mayor of the City of _____, do declare that NATIONAL FRENCH WEEK, which is celebrated nationally from November 4 through November 10, 1999, simultaneously be showcased and recognized here in _____.

FURTHERMORE, I offer my thanks to those community educators who are truly “cultural ambassadors” in their role as teachers of French.



_____, Mayor

City of _____

AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment should accompany orders except for school purchase orders. Prices listed apply only to stocks on hand. Pictures of some promotional items are available on the AATF Web site: [<http://aatf.utsa.edu/>]. Please allow 3-4 weeks for delivery.

REPORTS OF THE AATF FLES* COMMISSION

1. **NEW!** *The FLES* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
2. *Attracting French FLES* Students.* Gladys Lipton, Editor, 1996. \$9.00.
3. *Reaching All FLES* Students.* Gladys Lipton, Editor, 1995. \$9.00
4. *FLES* Methodology I.* Gladys Lipton, Editor, 1994, \$9.00.
5. *Expanding FLES* Horizons.* Gladys Lipton, Editor, 1993. \$9.00.
6. *Evaluating FLES* Programs.* Gladys Lipton, Editor, 1992, \$9.00.
7. *Implementing FLES* Programs.* Gladys Lipton, Editor. 1991. \$8.00,
8. *Innovations in FLES* Programs.* Gladys Lipton, Editor. 1990. \$8.00.
9. *The People Factor in FLES* Programs.* Gladys Lipton, Editor. 1989. \$8.00.
10. *So You Want to Have a FLES* Program!* Gladys Lipton, Editor. 1988. \$7.50.

PROMOTION OF FRENCH

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

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

NEW! *Video: Allons en France* (10 min.) Story of the 11 student-winners who spent two weeks in France during the *Coupe du Monde*. \$12.00

Tee-shirt: Le français m'ouvre le monde, navy blue with world map and areas where French is an official language highlighted, areas listed in French on the back. Specify size (L, XL, XXL). \$18.00 (\$19 for XXL).

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

Guide to Support from Embassies (62 pp) outlines sources of information from the governmental agencies of France, Belgium, Quebec, and Switzerland. 8.00

(members)/\$10.00 (nonmembers).

PROMOTIONAL FLYERS (sample copy available on request)

Top 10 Reasons to Learn French ... offered free of charge to members; \$5/hundred for postage & handling (while supplies last).

French is More Than ... offered free of charge to members; \$7.50/hundred for postage & handling (while supplies last).

Speaking French: an investment in the future; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

Why French FLES?* offered free of charge to members; \$5.00/hundred for postage & handling (while supplies last).

NEW! Bumper Stickers: *Forward with French.* 2 / \$1.00; 10 / \$4.00.

TEACHING VIDEOS

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

À Poitiers entre mai et octobre, a 23-min. video accompanied by a pedagogical guide. Filmed in France. \$25.00 (members)/\$30.00 (nonmembers).

MEDALS

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

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

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

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

MISCELLANY

Tee-shirt: Le français en Amérique du Nord, burgundy shirt, promoting Montreal. Please specify size (XL and XXL only). SPECIAL OFFER \$10.00. (while supplies last; only a few are left)

NEW! *Tee-shirt: Le français au cœur de l'Amérique*, royal blue shirt, promoting St. Louis, site of the 1999 convention. Please specify size (L, XL, XXL). \$12.50 (\$13.50 for XXL).

Tee-shirt: Fête Nationale de la Francophonie, black shirt with gold design; see order form on page 43. \$13.00 (includes postage and handling).

Cycling cap: Fête Nationale de la Francophonie, white and black with gold design; see order form on page 43. \$5.00

(includes postage and handling).

AATF Certificate of Merit. Each 15 cents.

Paris Monumental, folding 22" x 30" color map of Paris showing monuments on one side and street detail on the other; includes 5" x 7" map of *métro*. \$6.00.

Paris Île-de-France. Full color illustrated guide to Paris, 95 pp. \$10.00.

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

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

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

L'Année en français: Un Calendrier perpétuel. 1994. A project of the AATF FLES* Commission. Spiral bound, 38 pp. 7" x 8.5". Every day marked by the birth or death of a famous person or by some other event. Teacher's Guide for K-8 & info by Katherine C. Kurk. Designed for Francophiles of all ages. \$9.95.

Meilleurs vœux cards (10 + envelopes), sponsored by the Louis Pasteur Foundation. \$15.00.

Swiss Kit. New updated version! General information on Switzerland, including geography, maps, history, economy, political, and social systems, and short stories. \$4.00 for the first copy; \$1.00 each additional copy (while supplies last).

NEW! AATF PROMOTIONAL ITEMS

AATF Mouse pads: Ici on parle français! Each \$5.00

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

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

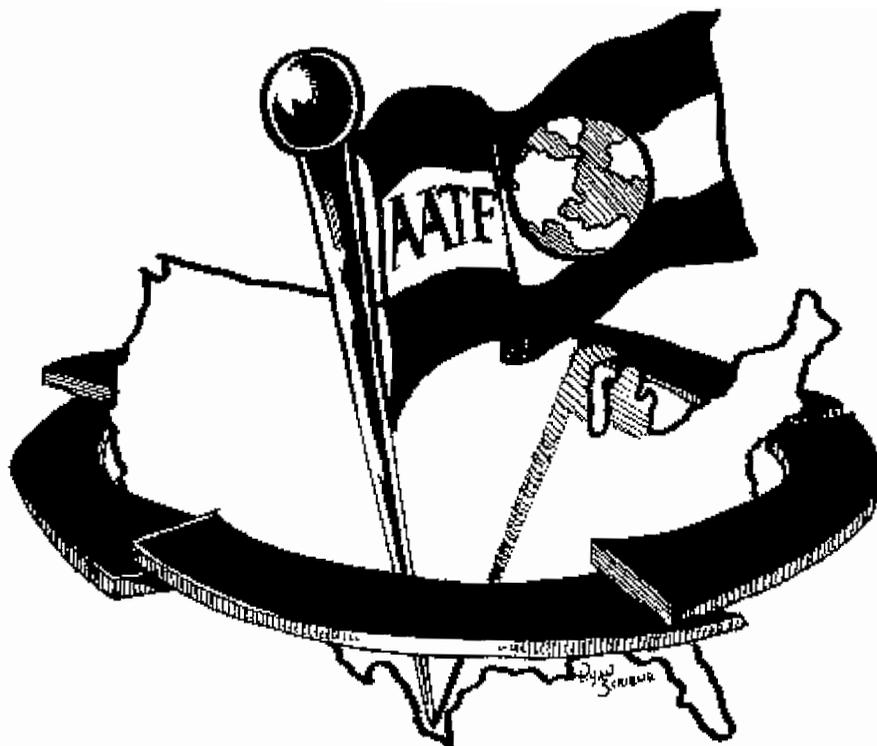
AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3.00; 10 for \$5.00.

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

AATF Portfolio-size zippered bag: "Le Français m'ouvre le monde." Navy blue nylon with white handles. \$10.00 (while supplies last).

To obtain any of these materials, send

**1999 AATF
CONVENTION
ST. LOUIS, MISSOURI
JULY 11-14, 1999**



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

Periodicals
Postage Paid
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