



Gladys C. Lipton

Chers et Chères Collègues,

Bonne et Heureuse Année 2000! Happy New Millennium! This is a time for reflection, planning, looking out to the community, looking out to the presence of Francophone/Francophile agencies and organizations, and looking within, to make sure that we are keeping up with the latest directions in education and what is best for teachers of French.

REFLECTIONS ON THE FUTURE WITHIN THE AATF

I would like to congratulate and welcome our new team of people who were elected to the Executive Council of AATF in various roles. Those who won election, and who began their terms on January 1, 2000 are: Jean-Pierre Piriou (GA), President-Elect, Brenda Benzin (NY), Vice-President, and the newly elected Regional Representatives Joyce Beckwith (MA), Vincent Morissette (CA), and Ann Sunderland (MO). Félicitations!

A very important Task Force on Planning for the Future, headed by Geraldine O'Neill (NY) and Jean-Pierre Piriou (GA) will soon be submitting their final report, and then we can begin a process to discuss all aspects of the operations of the AATF. I have appointed our three vice presidents Marie-Christine Koop (TX), Judy Johanness (MN), and Brenda Benzin (NY) to head a Task Force on Increasing AATF Membership. They will be launching a tremendous campaign to increase the

membership of AATF. Getting more French teachers involved will give us a stronger base for providing assistance to French teachers on the local levels. Our slogan for recruitment should be: "Each member, reach three teachers of French and persuade them to join AATF! (and also, 11,000 in 2,000!)" To enhance this very important membership drive, Edward Knox (VT) chair of the Commission on Universities, together with Chris Pinet (MT), developed a recruitment document and letter for attracting university French faculty (see November issue). Bravo! I certainly want to congratulate Sid Teitelbaum (NY), ably assisted by Lisa Narug (IL), and all the hardworking Contest Administrators whose efforts for the Grand Concours bring great applause for AATF! Félicitations! The goal for 2000 is to have 100,000 students of French enrolled in Le Grand Concours! 100,000 in 2000! Please try to help Le Grand Concours reach this landmark enrollment. I have appointed Bob Ludwig (NY), Chris Pinet (MT), and Jean-Pierre Piriou (GA) to a Task Force on Other Organizations to examine AATF's relationship with other foreign language and educational organizations within the U.S. This is an extremely important Task Force which will determine guidelines for our connections with other groups. AATF certainly has cooperated in the past in the development of national foreign language standards, for example, and will continue to do so, but we need guidelines to determine the extent of our cooperation, keeping in mind that our first obligation is to protect the needs and interests of teachers of French.

Current "buzzwords" which appear in publications which administrators and superintendents read are: national standards and accountability. AATF participated in the development of the national standards for foreign languages, and then, as other language-specific organizations have done, AATF encouraged members to work on the creation of French-specific K-16 national standards. Chapeau to the two co-chairs of the AATF Task Force on National K-16 French Standards, Rebecca Valette (MA) and Margot Steinhart (IL), and to the members of the Task Force who produced an extremely valuable document for teachers of French: Barbara Anderson (MN), Pat Barr-Harrison (MD), Assia Berube (IL), Patricia Duggar (WA), Eveline Leisner

(CA), Joyce Lentz (NM), Janel Lafond-Paquin (RI), Alain Ranwez (CO), and Flore Zéphir (MO). (See order form in the September National Bulletin.)

OUTREACH TO OTHER FRENCH ORGANIZATIONS, CORPORATIONS AND GOVERNMENTAL AND NON-GOVERNMENTAL AGENCIES

This July, at our congrès in Paris, we will have the opportunity to examine our relationship with the FIPF (Fédération Internationale des Professeurs du Français), since we are meeting with this group. Several months ago, I appointed Marie-Christine Koop (TX) to head an investigation of a variety of new scholarship opportunities for teachers of French. Kudos to Marie-Christine for her extraordinary success in obtaining scholarships for teachers of French in Quebec, Belgium, and Switzerland (see pages 8 and 32 for announcements of these and other scholarship opportunities) I also appointed President-Elect Jean-Pierre Piriou (GA) to spearhead an exploration of the AATF's relationship with other Francophone and Francophile organizations, corporations, and governmental and non-governmental agencies. He has already started communications with many of these groups to explore ways in which we can get their support of National French Week 2000.

REFLECTIONS ON THE NEW MILLENNIUM

This is the beginning of a brand new year!

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This is also the beginning of a new millennium (but that won't happen until next January, if we go along with the mathematicians!) And this is the beginning of my last year as President of AATF, so I hope that we will make the most of it. This is going to be, from all indications, a continually wonderful and exciting year for teachers and students of French! By working together these past two years, we have been able to break new ground in improving and publicizing all things French both domestically and internationally. We have had a really successful **NATIONAL FRENCH WEEK '99**...we received warm greetings in President Clinton's message for **NATIONAL FRENCH WEEK '99**...we obtained countless governors' and mayors' proclamations...we presented programs in book stores, hotels, civic auditoria, in supermarkets, in libraries, in restaurants, and even at athletic events!

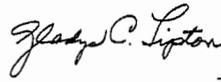
We have successfully moved French into business, social, economic, and leisure worlds! So what can we do for an encore? The public relations specialists whom we consulted have strongly recommended that we continue to do **NATIONAL FRENCH WEEK** each year, if we expect to make tangible progress in the status of French. They insist that it will be easier the second time around! Hopefully, we will be even stronger as we receive the support of the many Francophones and Francophiles throughout the country, as well as their organizations. **Jane Robert** (MO), former vice-president of the *Alliance Française*, successfully started the momentum for collaboration by organizing a round table at the national meeting of the *Alliance Française* in October. We welcome their support!

I am most eager to get AATF members' suggestions as to how AATF National Headquarters and the National Officers can be of further help to you in planning for **NATIONAL FRENCH WEEK 2000**. *Mille mercis* to so many of our members who shared their successful activities with me and with Jayne Abrate. **BRAVO!** Please contact me by e-mail, regular mail, or FAX with your needs and suggestions for our second **NATIONAL FRENCH WEEK**. I am always greatly encouraged by your enthusiasm. Please, let me hear from you!

This is the beginning of a new year...This is the beginning of the year 2000—although we have left the 1990's behind, we should look in both directions...both backward and forward to the future. This is the year for the celebration, in March, of the *Fête Internationale de la Francophonie*, recognized throughout the world. This is the year for celebrating **National FLES* Day** on March 6, 2000. This is the year for networking at our 73rd *Congrès*, to be held in Paris, July 17-20, 2000. This is the year for our

second **Semaine du Français: National French Week**, in November 2000. Let's make a fresh start and make this new year and the new millennium the beginning of a bright new future for French and for teachers of French!

Meilleurs vœux pour le nouvel an et pour le nouveau millénaire!



Gladys Lipton, President

URGENT CALL FOR INFORMATION

We are trying to document the events and successes of National French Week in order to compile a thorough archive of what occurred as well as to create a reference for future celebrations. In particular, we are seeking (1) proclamations and other official documents recognizing National French Week; (2) photos; (3) testimonials describing activities, events, reactions; (4) newspaper clippings; and (5) video footage. Please send originals rather than photocopies whenever possible, especially of proclamations. Proclamations will be scanned and returned immediately. Some of the information received will be included on an updated National French Week Web site.

Thank you for participating in the very first National French Week. Please help us document what happened across the U.S. and use these success stories to inspire others to join us next year. Send all items to AATF French Week Archive, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

CHAPTER NEWS

NEW YORK METROPOLITAN CHAPTER ANNOUNCES FUTURE MEETINGS

The New York Metropolitan Chapter is pleased to announce a Business French Workshop, co-sponsored by the Hunter College Division of Continuing Education, to be held on February 4-6, 2000 at Hunter College, 695 Park Avenue in New York City. The workshop is for high school teachers and advisors, college professors, and students. It will include presentations by major French and American businesses as well as informational visits to selected companies. For additional information, contact Diane Paravazian at (718) 263-0695.

The Chapter also wishes to announce its *Journée de Gala* to be held on March 4, 2000, at the Hotel Parker Meridien, 118 West 57th Street in New York City. The theme of the Gala 2000 is *Art et culture francophones: bilan et perspectives*. The program includes presentations on literature and art and performances of music and dance. For additional information call Jacqueline Friedman at (718) 432-3372.

CHECK THE WEB FOR UPDATES ON PARIS

The AATF Web site will have regular updates on activities occurring in Paris at the time of the convention at [<http://aatf.utsa.edu/>]. The preliminary program will be posted and periodically updated as soon as it is available.

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AATF NATIONAL BULLETIN

January 2000

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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.

A MESSAGE FROM THE *MINISTRE DE LA FRANCOPHONIE*

Il m'est très agréable de présenter ici mes vœux personnels à l'*American Association of Teachers of French* pour le succès de sa première Grande Semaine nationale du Français. Voilà une heureuse initiative, que du fait de l'ampleur des manifestations prévues par les organisateurs et qui concernent les 10 000 membres et les 76 chapitres de l'association, contribuera à donner à notre langue une plus grande visibilité, elle incitera, j'en suis sûr, de nombreux élèves et étudiants à en entreprendre l'étude. Ils auront alors le plaisir d'apprendre à maîtriser une langue qui est tout à la fois langue de communication internationale, langue des affaires, langue de la technologie et langue de culture.

Du 4 au 10 novembre, pendant une semaine complète, l'Amérique va donc vivre à l'heure de la France. Je m'en réjouis non seulement parce que le français va y gagner en popularité sur le territoire américain, mais aussi et surtout, parce que l'amitié et la compréhension entre nos deux pays ne peuvent qu'en sortir renforcées. L'AATF envisage de faire de la Grande Semaine du Français un événement annuel. Je ne puis bien entendu que m'en féliciter et encourager ses organisateurs sur cette voie.

Je tiens également à saluer ici le travail remarquable des responsables de l'AATF qui assurent avec passion la promotion du français partout où il est enseigné et encouragent son implantation là où il ne l'est pas. J'en profite aussi pour saluer le dévouement exemplaire de tous les professeurs de français du pays sans qu'ils les initiatives les plus dynamiques et les plus volontaristes de l'AATF resteraient lettre morte. Ils ont à cœur d'assurer l'avenir de notre langue sur le territoire américain, comme le futur du plurilinguisme et de la diversité culturelle, éléments essentiels d'une meilleure entente entre nos peuples et nos cultures dans le cadre d'une mondialisation bien comprise.

Charles JOSSELIN
Ministre délégué à la Coopération
et à la Francophonie

2000 ELECTION RESULTS

President-Elect: Jean-Pierre Piriou (GA)

Vice-President: Brenda Benzin (NY)

Region II (New England): Joyce Beckwith (MA)

Region VII (West Central): Ann Sunderland (MO)

Region IX (Pacific): Vincent Morrissette (CA)

We would like to take this opportunity to congratulate the new Executive Council members, Brenda Benzin and Ann Sunderland, and to welcome them to the Executive Council. At the same time, we welcome back outgoing Vice-President Jean-Pierre Piriou who remains on the Council as President-Elect, and Joyce Beckwith and Vincent Morrissette, who were re-elected to second terms. The winners were elected to three-year terms beginning January 1, 2000. The President-Elect serves for one year and then serves a three-year term as president, beginning January 1, 2001.

We also wish to thank Mary Jo Netherton and Lena Lucietto for demonstrating their support for the AATF and for their involvement in AATF activities, past, present, and future in agreeing to run for office.

Jayne Abrate
Executive Director

LA SOCIÉTÉ HONORAIRE DE FRANÇAIS CINQUANTÉ ANS! CÉLÉBRONS!

La Société Honoraire de Français reaches a milestone during the present school year. Mrs. Gertrude Weathers was officially appointed the first president of the SHF in November 1949, and the first chapter was established at Sheffield High School, Sheffield, Alabama, on January 21, 1950. During 1999-2000, therefore, *la Société Honoraire* celebrates half a century of promoting and recognizing excellence in the study of French.

Two projects are already under way. A brochure is in preparation which can be used to promote SHF to potential sponsors of chapters, to inform students and parents, and to serve as a vehicle for general publicity. In addition, materials are being collected for the purpose of creating a manual for sponsors. It is probable that the latter will take the form of insert pages for a three-ring binder.

How can you and your students be involved in celebrating the 50th birthday of *la Société Honoraire*?

- Charter a chapter—or help another secondary school to do so. We have a goal of **2000 active chapters in 2000!** Information and forms are available from the address below.
- Send a brief description or calendar or list of your *Semaine du Français* activities so that an article can be prepared for the Spring 2000 issue of *L'Élan*.
- Share copies of materials which would be helpful to new sponsors: sample invitations, by-laws, visuals, activities, ceremonies, etc.
- Suggest additions to the services now provided by SHF, changes that need to be considered, topics for the writing contest, recognitions that need to be made.
- Begin planning now to complete the year of celebration now in Paris at AATF, July 17-20. Help make the decisions which set the course of SHF for its next half century of service.

There are many reasons to be proud of this organization, to celebrate its history together, and to look to its future with excitement. Let's make the year a memorable one. **Fêtons!**

Sharon B. Rapp, President SHF
1817 South Boulevard
Conway, AR 72032-6205
E-mail: [sbrapp@conwaycorp.net]

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

The AATF National FLES* Commission announces the 1999-2000 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

The AATF chapters will organize and publicize the Contest and submit the best posters in each category to the National FLES* Commission Poster Contest which is chaired by Charlene Moyer.

The theme for this year's contest is: **LE FRANÇAIS: C'EST LA LANGUE DE L'AVENIR. French is the language of the future.** This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

1. Entries must be completed on 12x18

inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster must be accompanied by the AATF student information form found below (or requested from Charlene Moyer, Bluford Communications Magnet School, 1901 Tuscaloosa Street, Greensboro, NC 27401). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.

6. Chapter Presidents are asked to send the posters postmarked by **APRIL 1, 2000** to Charlene Moyer, Bluford Communications Magnet School, 1901 Tuscaloosa Street, Greensboro, NC 2740 1. Please mail the posters first class and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a \$50.00 check. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 1999-2000 National FLES* Poster Contest.

Selected winning posters from last year's competition were made into notecards. See page 28 to order.

AATF NATIONAL FLES* COMMISSION ELEMENTARY AND MIDDLE SCHOOL FRENCH POSTER CONTEST STUDENT INFORMATION FORM

Please type or print all requested information:

Student's Name: _____

Address: _____

City/State/Zip _____ Phone: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ Phone: _____

Principal's Name: _____ Sponsoring Teacher: _____

Teacher's Home Address: _____

City/State/Zip _____ Teacher's Home Telephone: _____

SIGNATURES

We understand that this poster becomes the sole property of the National Commission of FLES* of the AATF and may be duplicated in publications and/or displayed at meetings.

Student _____ Date _____

Sponsoring Teacher _____ Date _____

Parent/Guardian _____ Date _____

AATF Chapter President _____ Date _____

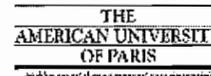
PLEASE ATTACH THIS FORM TO THE POSTER AND SEND TO:
Charlene Moyer, Bluford Communications Magnet School, 1901 Tuscaloosa St., Greensboro, NC 27401.



Le Grand Concours is pleased to announce exciting new prizes for National winners of the Concours 2000 in addition to specially minted Gold, Silver, and Bronze millennium medals

1. **Following the succès fou of Allons en France in 1998, we are offering Allons en France 2000**
Who: Any student who places First nationally in *Le Grand Concours 2000* will be eligible for one of seven trips to Paris.
What: A ten-day trip to Paris, July 2000. Flight, housing, and meals are included.
When: During the AATF National Conference, July 2000
Procedure: Students placing First in levels 3 - 5 will participate in a phone interview with a member of an AATF National Committee of Examiners. The Committee will review all interviews and make the final seven selections. Three runners-up will be selected in the event that the finalists are not able accept.

2. **The American University of Paris will provide a scholarship to one National Winner of the Concours 2000.**
Who: Any student who places nationally (ranks 1 - 10) will be eligible to apply.
What: A full-tuition, full-year scholarship to the American University of Paris.
When: Scholarship must be used during the 2000-2001 Academic year.
Procedure: Any student who places in ranks 1 - 10 nationally may request an application.. Selection process will be coordinated with the American University of Paris. Student must meet all University entrance requirements.



For information about the American University of Paris, visit their Web site: [<http://www.aup.edu>] or contact their New York office: 60 East 42nd Street, Suite 1463, New York, New York 10017; Tel. (212) 983-1414; Fax (212) 983-0444. Interested students are encouraged to request and submit application materials before the end of the Contest so that when the winner is selected, materials will be ready.

For more details on either of these awards, please visit our Web site [<http://aatf.utsa.edu/concours/>] where information will be posted as it becomes available. Or contact Lisa NARUG, National Chair for Awards and Computer Operations.

100,000 students enrolled in 2000—Oui, we can!

Contest Dates: FLES (Grades 1-6): March 2-12, 2000

Secondary: March 2-20,2000

NATIONAL COMMITTEE

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P.O. Box 32030
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Fax: (941) 364-9820
E-mail: [sidteit@webtv.net]

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Gainesville, FL 32611
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CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 4-10, 2000



MARKETING FRENCH: NEW STRATEGIES

Currently, French teachers struggle with static and sometimes declining enrollments. To counter this trend, we have to actively promote and publicize the exciting world of French. Fortunately, the language itself then keeps most students enrolled. Perhaps the recent experiences at our high school in Katy, Texas can best tell the story. We unknowingly followed the guidelines Gladys Lipton eloquently described in the September 1999 AATF *National Bulletin* and expanded on her three basic strategies: **share, innovate, and decorate**. They worked for us, and they will in your department, too!

Sharing and More

When I began teaching at Mayde Creek High School in 1998, I taught four Spanish classes and two French. There was only one full-time French teacher. This fall, we both have five French classes, an increase from seven to ten classes in one year that resulted from planning and collaboration.

Without giving up our individual styles of teaching, we worked at carefully coordinating our lessons. We paced, planned, and found solutions together. We covered the materials and prepared tests so that students from all classes were responsible for all major points, grammar and vocabulary. Our department chairperson arranged for us to have the same conference period this year, and almost daily we discuss and compare where we (or the students) are and how everyone is progressing.

Besides the curriculum coordination, we have organized activities together as well. For instance, we invited third year students to watch the French I fashion show. The male students were the models, and female students were the announcers when we practiced new vocabulary concerning clothing. Also, we celebrated Mardi Gras with classes sharing food, French games, and activities. This year, we are reestablishing a chapter of the National French Honor Society to attract and reward better scholars with their deserved recognition (see page 9 for information on starting a Chapter of the *Société Honoraire*).

Variety and Choices

A second step to attract more students is different curricula. Let's face it. Our texts and workbooks are formatted more beautifully than ever. We have many more audio-visual and computer resources, but we are still teaching, especially on the high school level, the same information in the same way that we did thirty years ago.

As developing new courses requires a great amount of time, sometimes it is easier to start with new units. Take one or two subjects that you most enjoy and have students present them. For instance, instead

of a research paper on an impressionist artist, let students work in pairs, with one interviewing the famous artist and questioning him about his work. Another possibility is using the Internet to bring up information about these artists and their lasting contributions.

For the more advanced classes, I hope to implement plans for a Business French class to be substituted for some of the third or fourth year literature. It is a viable option that enables students to see language outside the academic world. For students who might have to work during college, these additional language skills should be recognized with better pay.

Jeune et Jolie

Two final ideas for marketing magic are very simple yet quite effective. First, talk to counselors, ESOL, and Spanish teachers. Explain how French helps Hispanic students successfully compete in the job market. No one is better prepared to be trilingual than our students who already speak Spanish. Applications are more impressive with multi-language capabilities. In high school, students can be encouraged to study French along with Spanish or just take French. Make allies of your counselors and other teachers. It is more effective than trying to reach everyone yourself.

And, finally, marketing experts confirm: **color counts**. Make your room bold and beautiful, *jeune et jolie*. When students pass by in the halls, they will slow down to see what's going on. This change does not have to be expensive or take much of your time if students help. On each wall or focal point, put up posters pertaining to current topics. As extra credit, mostly for first-year students, I have maps, figures, or illustrations pertaining to new vocabulary or subjects. There is intense competition to create or be part of the display. Two of the most creative exhibits I have had include Ricky Martin conjugating "*chanter*" and Michael Jordan conjugating "*jouer*."

In conclusion

I have been extremely fortunate to find support in our astute chairperson and many talented colleagues. There is no resource more valuable than another teacher—no workshop is filled with more ideas. No handbook can provide more information. WE ARE THE BEST resource we have.

Remember, if you have incorporated some really innovative ideas into your program, please let the rest of us know what you are doing so we can try it, too!

Janet L. Smith
Mayde Creek High School
Katy, TX

AATF SMALL GRANT AWARDS

At the St. Louis Convention, the Executive Council again renewed the AATF Small Grants program for 2000 to support local projects by Chapter members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. The usual restriction will still be in effect: 100% matching funds must be committed from the chapter to which the applicant belongs—or less if the Chapter treasury cannot meet the challenge. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 by **March 1, 2000**: (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY (This must be attested to by Chapter Secretary-Treasurer). PLEASE NOTE: Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process AS SOON AS YOU READ THIS by alerting your Chapter officers to your upcoming request.

Members should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear a relationship to the purposes of the Association, namely the furthering of French studies in North America, and be of potential benefit to other members of the Chapter or to his/her students of French. Under no circumstances will awards be made to carry out strictly personal research or to travel abroad for the sake of general enlightenment. Members at all levels of instruction may apply.

To get a better idea of the types of requests that have been funded in the past, please see these April issues of the *National Bulletin*: 1989, 1990, 1991, 1992, 1993, 1995, 1997; and 1994 (Nov. issue), 1996 (Sept. issue), 1998 (Nov. issue), 1999 (elsewhere on this page). However, new types of projects will also be given consideration.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2000 are particularly encouraged.

All requests will be acknowledged and results will be announced by the end of March 2000.

RENDEZ-VOUS À PARIS

CONVENTION HIGHLIGHTS

Dates: July 17-20, 2000 (Monday through Thursday)

Convention Registration: It is significantly more expensive to hold a convention in Paris, since we must pay to rent space in the Convention Center. The full registration fee is \$250. However, registrations postmarked by January 15, 2000 will receive a 25% reduction; registrations postmarked between January 16 and April 1, 2000 will receive a 10% reduction; registrations received after April 1, 2000 will pay the full rate. After June 15, all members attending the convention must register on site; an additional \$75 will be charged for late/on-site registration. The form appeared in the November *National Bulletin* and is also on the AATF Web site [<http://aatf.utsa.edu>].

Cancellation: Cancellations received by March 31 will be fully reimbursed; a \$25 cancellation fee will be assessed for cancellations received between April 1 and June 30, 2000; no cancellations will be accepted after June 30, 2000

Getting there:

Hotel: Hotel reservations are being handled by the FIAP Jean-Monnet (see description at right and reservation form in the September *National Bulletin*, page 24). July 2000 is going to be a very popular travel time for tourists; make your reservations early. The prices offered by the FIAP represent significant savings over the regular hotel rates.

Airfares: TWA is offering all AATF congressistes as well as immediate family members traveling with them a 10% reduction in published excursion airfares valid one month before and one month after the convention. See the announcement on page 26 for more information on how to obtain the reduced fares. Please use TWA for your travel to France this summer as AATF benefits, and our ability to obtain future offers for our members depends on how many take advantage of this opportunity.

Things to do:

Pre- and post-convention excursions: The FIAP Jean Monnet, in addition to handling hotel reservations for AATF members, has also organized two unique excursions, a pre-conference visit to Brittany (July 12-16, 2000) and a post-convention trip to *le Berry* (July 21-25, 2000). You can find brief summaries of the excursions in the September *National Bulletin* (page 23). More complete descriptions and reservation information can be found on the AATF Web site [<http://aatf.utsa.edu>] or flyers can be requested from National Headquarters. Only 48 spaces are available for each excursion, so act early to ensure that a space is re-

served for you.

Special events: Numerous special events are being planned, including a joint plenary session with the *Fédération Internationale des Professeurs de Français* as well as a joint *gala de clôture*. Numerous other events are being planned, and additional information will be posted on the Web site as it becomes available.

Special offer from the CCIP and the AATF: AATF members who attend the convention and register for a CCIP workshop next summer will receive a 10% reduction on both registration fees. See the Web site or contact National Headquarters for more information.

Special services:

Certificate of participation: Each congressiste who requests one will receive a formal certificate of participation signed by the Executive Director attesting to his or her participation in the convention.

Membership ID card: Each registrant will automatically receive an AATF ID card which is accepted in many places in France to receive reductions in entrance fees and discounts offered to teachers.

Press release: Each participant may have his or her picture taken with a member of the Executive Council and, after the convention, will receive that picture and a press release regarding the convention for distribution to local media, school officials, and any other venue for creating publicity for French.

Academic Credit: We will again work with Webster University in St. Louis to offer convention-goers academic credit for attending the convention in Paris. The fee for 1 graduate credit will be \$95. See the convention registration form to register for credit. The fee covers only the cost of credit; participants must still register for the convention as well as for any functions they wish to attend. A preliminary syllabus and more precise details about the requirements will appear in the April *National Bulletin* and on the AATF Web site [<http://aatf.utsa.edu>]. Requirements will be similar to those for St. Louis (see the April 1999 *National Bulletin* for last year's requirements).

Special offer to new and student members: All those attending an AATF convention must be members of the Association. Current or renewing members must pay the conference registration fee as well as 2000 dues of \$45 if they have not already done so. However, we would like to encourage non-member teachers to try an AATF convention and learn what we are about. Therefore, we invite French teachers who have never been AATF members to attend the convention; their registration fee will include

one year's membership in the Association. This offer applies only to those who pre-register for the convention and have never before belonged to the AATF. We are also extending this offer to any student of French. This offer also applies to current student members and would apply to their membership renewal for 2000-2001.

HOTEL SELECTION FOR THE PARIS CONVENTION

As usual, each AATF member attending the 2000 Convention must handle his or her own reservations. However, given the complexity of handling reservations in another country and the difficulty of finding rooms available in Paris in the summer of the year 2000, the FIAP Jean Monnet has offered its services to help AATF members secure hotel rooms for the convention.

The FIAP has chosen nine hotels to house AATF members during the convention. These hotels have been selected for their quality, cost, and location permitting easy access to the *Palais des Congrès* where the convention will take place.

- (1) Concorde Lafayette**** (Métro: Porte Maillot à côté du Palais) 950 F
- (2) Sofitel Le Faubourg**** (Métro: Concorde à 10 mn du Palais) 1350 F
- (3) Sofitel Arc de Triomphe**** (Métro: Ch de Gaulle à 10 mn du Palais) 1350 F
- (4) Sofitel Dokhan's**** (Métro: Bossière à 15 mn du Palais) 1350 F
- (5) Sofitel Scribe**** (Métro: Opéra à 15 mn du Palais) 1350 F
- (6) Frantour Berthier** (RER C ou Bus PC à 15 mn du Palais) 550 F
- (7) Campanile Berthier** (RER C ou Bus PC à 15 mn du Palais) 550 F
- (8) Mercure Opéra*** (Métro: Havre Caumartin à 20 mn du Palais) 610/ 650 F
- (9) Jardin de Paris*** (Métro: Richelieu Drouot à 20 mn du Palais) 620/720 F

Conditions pertaining to reservations and cancellation can be found on the reservation form in the September *National Bulletin* (page 24). Questions regarding reservations should be directed to the FIAP whose coordinates are listed below. The complete hotel flyer with descriptions of the hotels and a map showing their location is available on the Web site [<http://aatf.utsa.edu>] or can be requested from National Headquarters: Tel: (618) 453-5732; Fax: (618) 453-5733; E-mail: [akwalsh@siu.edu]. All questions pertaining to hotel reservations should be addressed to the FIAP: 30, rue Cabanis, 75014 Paris; Tel: 33.1.43.13.17.17; Fax: 33.1.45.81.63.91; E-mail: [girardin@fiap.asso.fr].



Application deadline: Tuesday, February 15, 2000

Université de Montréal

The Université de Montréal is offering one summer scholarship in 2000 to an AATF member to attend one of its three-week programs. The scholarship will be awarded by national competition to a member who indicates a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students.

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

The scholarship recipient will be responsible for all transportation costs, for all meals not specified, for personal and incidental expenses, insurance, and for fees covering certain socio-cultural activities offered through the program.

The scholarship recipient may choose one of two sessions, July 3-21 or July 24-August 11: The intensive courses available during the first session (July 3-21) include: *Communication orale, Communication écrite* or *Atelier d'enseignement du français*. The second session (July 24-Aug. 11) includes: *Communication orale* or *Culture québécoise contemporaine*. Depending on the linguistic proficiency of the recipient, some courses may be more appropriate than others. The determination of appropriate level will be made by the scholarship recipient and the summer school coordinators.

For further information on the program at the Université de Montréal, candidates are invited to contact the program director: **Serge Bienvenu, Université de Montréal, Faculté de l'éducation permanente, École de Français, C.P. 6128, succursale A, Montréal, Québec H3C 3J7; Tel: (514) 343-6990; FAX: (514) 343-5984.**

Quebec Government Scholarships

The Quebec government is offering four scholarships for the summer of 2000, two for teachers of French and two for students of French. Student applicants must be 18 years of age on or before July 1, 2000.

Scholarship recipients can register at the institution of their choice in Quebec among those which offer summer immersion programs in French. These include the members of the *Association Québécoise des Écoles de Français* [<http://www.emphase.com/aqef/>] (*Université de Montréal, Collège Saint-Charles-Garnier à Québec, Collège de Bois-de-Boulogne, Collège de Jonquières, CEGEP de Trois-Rivières, Université du Québec à Chicoutimi, Université Laval, Collège de Rivière-du-Loup, Université du*

Québec à Trois-Rivières, l'Université McGill [<http://www.mcgill.ca>], and *l'Université du Québec à Montréal* [http://www.unites.uqam.ca/ecole_de_langues/ecole_ete/].

Most programs are five weeks in length, and the exact dates and program will depend on the institution chosen. The scholarships are worth approximately \$2000 and include tuition, lodging, and meals for the duration of the program. Transportation and insurance are not included.

AATF Scholarships to Switzerland and Belgium

The Swiss and Belgian governments are each offering two summer scholarships for AATF members at the secondary and college levels. Recipients will attend a three-week session on language and culture in July 2000 at the University of Geneva or the University of Liège. Scholarships include full tuition and fees, housing, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients will have to (1) prepare a cultural unit on the country of their stay to be disseminated through the AATF Lending Library and (2) present a session around the same topic at the 2001 AATF conference in Denver.

Eligibility

Applicants for all of the scholarships must be American citizens whose first language is not French. The recipients must hold a teaching position in French during 1999-2000. Preference will be given to members who have been in good standing since January 1, 1997. Student applicants must be recommended by an AATF member teacher/professor or be AATF student members in good standing.

AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past five years (1995-1999) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2000-2001, and recipients of the Belgian and Swiss scholarships must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Denver, as indicated above.

Selection Process

The applications will be reviewed by a national committee and the decision will be announced by March 15, 2000. A number of factors will be weighed in the selection process:

- clarity and specificity of the candidate's statement;
- reasons for applying and level of French as evidenced on the cassette tape (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment (number of French classes and number of students impacted) or program of study (student applicant);
- evidence of professional commitment;
- future career plans in education;
- need for an immersion experience in a Francophone country;
- letters of recommendation;

Application

Application forms are available from your local Chapter President, on the AATF Web site [<http://aatf.utsa.edu/>], or can be requested from National Headquarters. Forms may be duplicated.

- 1) Complete both sides of the application form, including the signature on the second side, and attach additional pages to the application.
- 2) Request that two letters of recommendation **plus four copies** be sent directly to Jayne Abrate, AATF Executive Director. (The letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
- 3) Include a stamped, self-addressed postcard with the application for confirmation of receipt of the application and recommendations.
- 4) Send the **original plus four copies** of the application form and supplementary pages, cassette, and postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**. If applying for more than one scholarship, separate sets of application materials must be submitted for each country.
- 5) The application must be **postmarked by February 15, 2000**, to be considered for the scholarship.

French Government Scholarships

The French Cultural Services has provided a number of scholarships to France which the AATF will award to member applicants. See information on page 32. The application and selection process will be the same for all scholarships.

LANGUAGE TEACHING AND LEARNING IN THE 21ST CENTURY¹

Within the United States there are two major driving forces that are affecting our education system and that will continue to impact the system into the future. The first of these forces concerns demographics.

Our collective U.S. student body is currently larger than it has been for years and it will continue to grow. As a result, employment for instructors at all levels is also expected to increase. The growth of the student body combined with imminent retirements of existing teachers have caused many to project that some 33%-50% of existing teachers will need to be replaced within the very near future.

Our collective U.S. student body is currently more racially and ethnically diverse than at any time in its history yet only 13% of the nation's teachers are individuals of color compared to the 30% of the student body.

Our collective U.S. student body is currently showing greater academic diversity due in part to the mainstreaming of physically, emotionally, and learning-disabled students and increasing paths of access to higher education for all students.

The second of these major driving forces is a change from policies of uniformity and "one size fits all" to policies reflecting individualization and "the customer is always right." Both students and their parents expect to be treated as customers and are increasingly insistent that the curriculum and teaching methods be designed to fit individual needs and desires.

Thus, at the end of the twentieth century, the major problem facing the U.S. education system and those of us involved with the teaching of world languages is that our policies and curricula have not yet fully adjusted to these changes in demographics and society. Therefore, we need to shift away from uniformity and standardization in our teaching practices and face the challenges that diversity and individualization bring to our programs.

The following description of important trends in foreign language education provides us with guidelines for the future direction of our programs.

There will be increased emphasis on standards-based foreign language programs. The national Standards for Foreign Language Learning take into account our changing society and the need to focus on diversity and individualization. States and local districts have already developed or are currently developing their own standards that reflect the philosophy of the national Standards and the organization around the five C's of communication, cultures, connections, comparisons, and communities.

There will be a growing reliance on technology to provide both the materials and the medium for teaching and learning languages. Distance learning and the Internet will help us reach more students and provide them with culturally rich, authentic, and up-to-date materials.

Because of access to the World Wide Web and the authentic materials it provides, the role of the textbook will shift from being the driver of the curriculum to that of a resource manual. Learning scenarios incorporating materials from many sources are increasingly used by many K-12 teachers.

"Early start," "longer sequences," and "seamless articulation" are the three phrases that best summarize the thrust of foreign language education for the next decade. The profession is looking at ways to provide effective language programs for students from pre-kindergarten through the undergraduate experience and beyond.

In order for pre-K - 16+ foreign language programs to become a reality several changes must take place.

The undergraduate curriculum has to change.

Students are beginning to graduate from longer sequence K-12 programs and are continuing on to post-secondary language programs. They expect language programs that allow them to use and improve their language skills and that combine their language skills with professional areas such as business, engineering, computers, or anthropology and political science.

The traditional college curriculum that focuses primarily on the teaching of literature is no longer viable or appropriate. The curriculum must include more advanced and superior-level classes, courses that emphasize the professions such as business, and culture classes that include the study of literature, film and other media.

The study of literature for its own sake should shift. Students will enroll in courses that place the study of literature within its cultural context and focus on the reading of literature as an aid to understanding a people or society.

Post-secondary teacher preparation programs need to change and improve.

Teachers must graduate with better language and cultural proficiency.

Teacher education must be viewed as a lifelong process that begins with a pre-service teacher training program and continues over time with appropriate professional development including regular immersion experiences.

Ph.D. programs need to change in order to prepare a new professorate with the skills to teach in revitalized undergraduate pro-

grams.

In summary, we are in a period of considerable growth and strength for language education but the challenges for the future are many. It is only by working together at all levels and with all languages that we shall be able to sustain our growth and solve our problems.

Emily Spinelli, ACTFL President
University of Michigan-Dearborn

¹Summary of the 1998 SCOLT Conference Keynote Speech. Reprinted with permission from *ScolTalk*, No. 19, Fall 1999.

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several potential benefits to a secondary French program. First, it provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a white cord at graduation, and the right to wear the official emblem/pin of the honor society. Second, the chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. In addition, there is the opportunity for students to experience leadership in serving as officers, directing the initiation ceremony, and/or leading other chapter events.

Information is available from Sharon B. Rapp, National President SHF, 1817 South Boulevard, Conway, AR 72032-6205 [sbrapp@juno.com] or from Stephen Foster, Executive Secretary SHF, Department of Foreign Languages, Old Dominion University, Norfolk, VA 23508 [sfoster@odu.edu].

L'homme qui sait deux langues en vaut deux!

AATF MEMBER MAKES GIFT

Retired French teacher and longtime AATF member Walter Jensen (FL) has made yet another generous gift to the AATF Endowment Fund. He has presented us with 200 shares of Microsoft stock worth approximately \$18,000. All together Mr. Jensen's gifts amount to more than \$32,000. Income from these contributions will be used to fund a scholarship which will be announced next fall. We would like to express our thanks to Mr. Jensen for his generosity.

REGION V (SOUTH ATLANTIC)

Alabama

Thanks to funding from the Alabama Humanities Foundation, the Alabama Association of Foreign Language Teachers and the AATF Alabama Chapter sponsored a weekend immersion workshop for teachers of French, directed by Catherine Danielou (University of Alabama-Birmingham) and Jonathan Horn (Indian Springs School).

Renée Norrell (Birmingham-Southern College) is planning a workshop on the National Standards. Under Serge Bokobza's able leadership (University of Alabama-Birmingham), the *Alliance Française* in Birmingham regularly sponsors social and cultural events and encourages students to participate in the contest of the *Alliance Française* Federation. In 1999, a Samford University student won second place in that national contest. Eric Vincent was graciously invited to perform in Alabama's first city, by Jeanne Classé (The Altamont School) shortly after she returned with her students from France.

Joanna Crane (language specialist emerita, Alabama State Department of Education), won the prestigious ACTFL Florence Steiner Award K-12. Bénédicte Retrou-Weissman (The Montgomery Academy) received both the AATF Alabama Chapter *Prix d'Excellence* and the national AATF Excellence in Teaching Award for high-school level. Thanks to Bénédicte's efforts, the Alabama Governor signed a Proclamation recognizing National French Week. She also organized with colleagues Ann Linder and Patricia Crowley (Catholic High), a *tournoi de pétanque* followed by a *Bouillon de culture*—a culinary French feast—for their students. Local media were invited to participate in the celebrations.

Lydia Gilkey (Alabama School of Mathematics and Science; Vice President of the Alabama Chapter) is the faculty sponsor of *Lingo*, a literary magazine that publishes creative French and foreign-language texts by high-school students. With help from Samia Spencer (Secretary-Treasurer of the Alabama Chapter), six Auburn University students received seven-month appointments as *Assistants d'anglais* in France. Samia also attended the Francophone Summit in Moncton, New Brunswick, where she met French President Jacques Chirac.

AATF members in Alabama directed summer programs in the following locations: Serge Bokobza (the University of Alabama-Birmingham) in Dijon; Max Gartman (University of North Alabama) in Paris; Nancy Grey (University of South Alabama) in Paris; Michael Picone (University of Alabama) in Touraine; and Samia Spencer (Auburn University) in Angers. Despite their extraordi-

nary efforts and energy, French teachers in Alabama continue to face two serious problems: an acute shortage of high-school French teachers and stringent viability standards imposed by the Alabama Commission on Higher Education.

Samia I. Spencer

Florida

The activities of the National French Week in Florida, started in Gainesville on October 30 with a *Franco-fête* at Camp Crystal. It included a spectacle of music, songs, dances, and games. There were also French films and several activities in the schools. On November 10, the P.K. Yonge Developmental Research School held an Evening of French Food and Fun with a magic show, a variety of songs, poems, and fairy tales and a fashion show in French. The City Commissioner read the Mayor's Proclamation of National French Week.

In St. Petersburg, Clearwater, and Tarpon Springs, there was a French Film Week, *match de pétanque*, *dégustation de vins et fromages*, tours of the Museum, and symphonic music concerts. In West Palm Beach, the play *Great Men of Science* was performed from October 22 through November 22; the local theaters showed French movies like *Joan of Arc* and the *Doner Games*. On November 6, a Frenchfest took place at the John Prince Park with French food and music, a *match de pétanque* organized by the *Pétanque Club*, and different games: capture a Francophone flag, *le Tour de France*, etc. and the presence of 40 students from Savoy who were here as part of an exchange program. A multicultural concert choral, a *soirée opéra*, and a workshop on new technologies were part of the many activities in West Palm Beach. French music was played in the local radio stations all week.

In Miami, a *soirée cinéma* took place at the *Alliance Française* November 5, and other activities like *journée cuisine* and music, songs, and dances in the school with the presence of French-speaking people from the community were also organized. Fort Lauderdale (Broward County) reported a Wine and Cheese party at the *Alliance Française*, a French Festival on Saturday, November 6, and other activities in the schools.

Jacksonville (Duval County) had dinner in French restaurants, *Soirée Cinéma*, and at the University of North Florida, *match de football*, and many activities in the schools. In Lakeland and Lake Wales (Polk County) with the participation of local businesses, Lakeland Yacht Club, Vinton's, the Polk Theater and the radio stations, many activities were organized, such as *une journée cui-*

sine, art exhibition, French films, song, music and dances.

In Titusville (Brevard County), they had French cuisine, French Art Exhibitions, music, dance, sports, *jeux* and competitions. Members of the community were invited to all these activities.

Georgia

Debbie Reidmiller and 15 colleagues, assisted by approximately 10 young French men and women, will host over 130 high school students from Level 2 and higher at the 17th annual Immersion Weekend of the Georgia Chapter of AATF. The camp, held at Rock Eagle State Park near Eatonton, begins Friday, February 25 and ends Sunday, February 27. Students will speak French exclusively as they are involved in activities such as music, theater, art, sport, cuisine, and badgemaking.

On October 23, Georgia AATF held a meeting at Macon State College. Since we had chosen to focus our attention on Francophone culture, the theme of this fall meeting was Cajun. Jean-Paul Carton (GA AATF Vice-president) organized, *Français et culture Cajun*, an informative and entertaining event, which gave our AATF members a chance to meet authentic Cajuns. A departure from the strictly academic presentation of conference papers, the sessions at this meeting included listening to Cajuns speak French, learning about their history, and hearing their music. Teachers in attendance found the presentation of innovative ways of teaching French useful, but also delighted in practicing Cajun dances with real Cajuns. All learned a lot from the presenters invited by Dr. Carton: Brenda Mounier, raised speaking Cajun, now a teacher in her native Louisiana and a specialist of Cajun culture; Larry Miller, a former teacher of mathematics, now musician and maker of accordions and other instruments of his region; Jackie Miller, a costume maker and the author of a Louisiana cookbook. We saw videos of school children singing "Acadie de nos Cœurs" in Brenda Mounier's class; we heard her speak of life in a Cajun family and of the history of her people; we were touched by the poetry she read. From Larry Miller, we learned about Cajun musical instruments such as the *mélodion*, the triangle (*le p'tit fer*), *les frottoirs*, *et les cuillères*, and we delighted in hearing these instruments played. Jackie Miller displayed the wire masks and the capuchons she created, explaining their making and their function. The touching lyrics of songs such as "Réveil" of Zachary Richard taught us and moved us. And we all left with much to share with our students. Useful handouts with information on history, on customs such as *Mardi Gras*

and on how to order CD's with the music that made us want to dance are among the bonuses brought back from that excellent fall meeting. Canada next?

Louisiana

ALCFES, the *Association Louisianaise des Clubs Français des Écoles Secondaires*, was held the first week in December, in Baton Rouge. Students across the state meet in competition for plaques and prizes and a possible trip to a French speaking country

Lil Mackie of Louise S. McGehee School reported that her school declared a Louisiana Heritage Week to coincide with National French Week. Elaine Clément, of CODOFIL, spoke at the school, and Angela the Storyteller told French Creole stories to the Lower School. Art classes focused on the influence of French Impressionists on American painters. Ms. Mackie's fifth graders presented a play "*Le grand dérangement*"—about the Acadians' forced emigration from Canada, and her tenth graders presented a documentary on the history of New Orleans.

Reid Lewis, who conducted the "Lasalle expedition II," made a presentation at the Louisiana State University Laboratory School, where students of Mary McGehee and colleagues enjoyed special French menus, decorations, and music in the school cafeteria.

Mississippi

Magdalena Vechoric, middle school student at Starkville Academy, won second place, nationally, in the FLES* Poster Contest last year. Her teacher was Elizabeth Harrison.

Several teachers in the Mississippi Chapter made very creative plans and a full week of activities for *la Semaine du français*. Several mayors made official proclamations. Students visited kindergarten classes in order to teach French games and songs. One class set up a display of French-related films at the local video store. Several classes had special French dinners in which they prepared dishes from original French recipes. One class released helium balloons (with MS AATF logo) which contained their telephone numbers, in order to award prizes to those who found them. One school had French history "costume day." Other activities included a class trip to the heart of Cajun Country, a French meal for the school faculty, stage entertainment provided by students, and projects on Francophone countries. Teachers involved are Elizabeth Harrison, Houston HS; Anne Streitenroth, Gautier HS; Ann Minor, Jackson Preparatory School; William King and Rosemarie Morris, St. Andrew's School; Max Garriott, Piney Woods School; Linda Jordan, Pass Christian School. Millsaps College hosted

high school French students for a *Francofête*. Highlights were a *pétanque* competition, a waiters' race, a balloon release, French music and films, and sidewalk *cafés* serving *croque-monsieur* and *crêpes*. Student chairmen for this event were Ben Witt and Sarah Lloyd.

Ellen Steeby, a French teacher at Mississippi Delta Community College, was chosen to participate in the NEH Summer Institute, "Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy." She spent several days in Paris, Lyon and Vichy, but most of the time was spent in Normandy, exploring historical sites there, listening to lecturers who are experts on that period of World War II, and pursuing her research.

North Carolina

The NC chapter of AATF held its fall meeting in conjunction with the annual meeting of the Foreign Language Association of North Carolina (FLANC) October 28-30, 1999, in Raleigh, NC.

A kindergarten student of Charlene Moyer, FLES teacher at Bluford Magnet School in Greensboro, won 2nd place in the 1999 National FLES* Poster Contest. Ms. Moyer will chair the 2000 FLES* Poster Contest (see page 4 of this issue).

Students and faculty at Elon College served as volunteers and interpreters for the 1999 Special Olympics, held in July in several communities in NC. The town of Elon College served as a host community for athletes from Gabon.

The Honorable James B. Hunt, Jr., Governor of North Carolina, issued a proclamation celebrating November 4-10, 1999, as National French Week in North Carolina. (The Proclamation may be seen on the NC-AATF Web site.)

Dr. Alan Singerman, Professor of French at Davidson College, and two senior French majors presented Eugene Ionesco's one-act play, *La Leçon* as part of National French Week. The play was presented on November 10, 1999, at Greensboro College and on November 19, 1999, at Davidson College.

South Carolina

Governor Jim Hodges of South Carolina issued a very stirring proclamation for National French Week in South Carolina.

On October 2, 1999, approximately 30 French teachers attended a workshop in on *La Francophonie*, which featured Senegal, Haiti, and Cameroon. Each came away with a thick booklet of teaching and learning activities for various levels of instruction.

Elizabeth Joiner and colleagues at the University of South Carolina in Columbia planned an entire week of special activities for National French Week. The activities included a film series, Haitian music, wine-

tasting, *pétanque* matches, a museum tour featuring French artists, and a lecture on French painting.

Tennessee

Mayor Victor Ashe of Knoxville issued a Mayoral Proclamation, urging the citizens of Knoxville to celebrate National French Week.

A French Film Festival in honor of National French Week was held at Pellissippi State Technical Community College in Knoxville. Films included *Delicatessen*, *Une Formalité pure*, *Le Roi de Cœur*, and *Diabolique*. Joan Easterly of Pellissippi State is Tennessee Chapter President.

Laurie Ramsey and colleagues at The University of the South planned several events for students and faculty, including a presentation of the film *Marius et Jeannette*.

The Chapter hosted a dinner meeting on November 5, at the Airport Marriott Hotel in Nashville. The dinner speaker, Dr. Raymond Comeau of Harvard University, spoke on "*Aide-toi, le ciel t'aidera*" (see page 25). He is chairman of the AATF Commission for the Promotion of French and Assistant Dean and Director of Foreign Language Instruction in the Division of Continuing Education, responsible for 14 foreign language programs.

REGION VI (EAST CENTRAL)

Region VI has been active and engaged throughout the fall. The Kentucky and West Virginia Chapters both held their autumn meetings on September 25. The Kentucky program took place in Louisville in conjunction with the Kentucky Council on the Teaching of Foreign Languages. This meeting featured a business breakfast and two interests sessions presented by Paula Clemons and Mary Jo Netherton. The West Virginia meeting was held in Charleston with the West Virginia Foreign Language Association. The featured keynote speaker was Dominique Malicet of the French Embassy in Washington D.C. At this meeting, current Chapter President, Teresa Law, was named West Virginia's Foreign Language High School Teacher of the Year. Past President Mary Frye was also recognized as West Virginia's Foreign Language University Teacher of the Year.

The Michigan Chapter meeting was held with the Michigan Foreign Language Association in Lansing on October 28-30. At this meeting, Helene Neu, Senior Lecturer and Director of the Elementary French Program in the Department of Romance Languages at the University of Michigan, addressed the chapter on the subject of, "Teaching French Pronunciation: Why, What, How." The Detroit, Michigan Chapter held its annual immersion weekend at Camp Dainava in Manchester on October 8-10.

Ann Arbor, Michigan and the state of

Kentucky were selected as two of the eighteen key National French Week sites. Ann Arbor celebrated *La Semaine du Français* in grand fashion, beginning with a reception held by Mayor Ingrid Sheldon at Café Felix on November 3. The week long festivities included theatrical productions, concerts, library exhibits, poetry readings, and several special French meals at restaurants and cafes.

The Kentucky Chapter hosted the Claude Beauclair presentation, *Un Spectacle Jean Tardieu* on November 1 at the Christian Center in Louisville. This event was cosponsored by the *Alliance Française*. Kentucky also offered a lecture, "Food and the French," by Dr. Mark Sohn at the Morehead Folk Art Center, November 8. Other French week activities included a vocal concert by Dr. Roma Prindle, poetry readings, and open houses at local high schools.

Kentucky also sponsored a video, poster, and essay contest promoting the advantages of studying French. Entries were accepted from all public and private school students of all levels of study.

The Northwest Indiana Chapter celebrated *La Semaine du Français* with a French Day on November 9 held at Valparaiso University for area junior and senior level high school students. The events included a video presentation, the game called *Jeu de Lettres*, a musical contest, a poster competition, and a *Tour de France* on tricycles.

The West Virginia Chapter received a Governor's Proclamation for National French Week and sponsored a variety of activities at Parkersburg High School, including a parent's pot luck dinner, a cinema night, with a showing of *Chocolat*, and a tricycle *Tour de France*. The French IV students of Parkersburg High School have prepared an original promotional video to be shown at community civic clubs throughout Parkersburg.

Scheduled for the spring, the Kentucky Chapter will conduct an Immersion Day on April 29 in Northern Kentucky.

AATF HOTLINE FOR PROMOTING FRENCH

Share your ideas on:

- program cutbacks;
- effective promotional activities;
- travel and exchanges;
- reaching parents and administrators.

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

GRAND CONCOURS MONDIAL DE CHANSONS

À l'occasion du 10^{ème} Congrès mondial des professeurs de français qui se tient à Paris du 17 au 21 juillet 2000, TV5, la FIPF (Fédération Internationale des Professeurs de Français) et le CAVILAM (Centre Audio-visuel de Langues Modernes) invitent les classes à participer à un grand concours mondial de chansons, en langue française, intitulé: «Le français comme on le vit...». Participer à ce concours, c'est faire vivre à vos classes une aventure passionnante, c'est aussi avoir une chance bien réelle de lui faire gagner un prix.

Les professeurs de français des 3 premières classes gagnantes seront invités à Paris pour participer au 10^{ème} Congrès mondial de la FIPF. Les chansons interprétées par les classes lauréates seront diffusées pendant le Congrès et les élèves seront récompensés par des cadeaux individuels. Des prix secondaires seront attribués à d'autres classes participantes.

Pour participer à ce grand concours mondial, consultez le règlement ci-dessous: Les classes inscrites devront:

A. Créer une chanson en langue française qui exprime d'une manière originale les relations des élèves avec le français en faisant appel selon leur sensibilité à:

- leur vécu: la diversité de ce qu'ils ressentent en parlant, écrivant ou «vivant en français» dans leur environnement immédiat;
- les lieux où s'ancre pour eux le français: lieux proches: écoles, villes, pays...ou lieux lointains...;
- les sensations de tous ordres: visuelles, auditives, tactiles, olfactives, gustatives associées au français;
- la perception, les résonances et apport du français dans leur propre culture;
- leur perception de l'évolution du français dans le temps et l'espace.

B. Illustrer cette chanson d'une à trois illustrations: dessins, peintures, photos ou montages photos, etc. qui incorporeront graphiquement la mention "concours TV5-FIPF-CAVILAM" ainsi que le nom de l'établissement.

C. Interpréter et enregistrer cette chanson d'une durée maximale de 3 minutes sur cassette audio ou vidéo.

Les classes participantes s'assureront que les paroles et la musique de la chanson, ainsi que les illustrations, les enregistrements, les photographies et autres éléments constitutifs du dossier pourront être librement reproduits, utilisés et diffusés par TV5 dans le monde entier. Elles feront le nécessaire pour libérer tous

les droits à cet effet et prendront toutes garanties permettant la libre utilisation par TV5 des éléments des dossiers qu'elles enverront, sans que cela puisse ouvrir en faveur de quiconque de droit à rémunération ou avantage quelconque.

Le dossier de candidature réunira les pièces suivantes: (a) les coordonnées de l'établissement et du professeur (nom, adresse, téléphone, fax, e-mail) devront apparaître clairement sur toutes les pièces du dossier (texte écrit, illustrations et cassettes); (b) une information sur l'âge et le niveau de français des élèves; (c) une photographie de la classe et du professeur; (d) le texte de la chanson, présenté très lisiblement sur une feuille de papier. Il pourra être accompagné de la partition musicale; (e) les illustrations; (f) la cassette audio ou vidéo (dans ce cas le standard de lecture PAL, SECAM, NTSC, devra être indiqué). Un seul dossier par classe sera accepté.

Les classes candidates au concours devront s'inscrire préalablement auprès de TV5 par lettre, fax ou e-mail en indiquant le nom de l'établissement d'enseignement et ses coordonnées complètes et le nom du professeur responsable de la participation au concours avec ses coordonnées personnelles. La demande d'inscription ainsi que le dossier de candidature devront être retournés à: Concours TV5-FIPF-CAVILAM, à l'attention de Mme Dominique MARTINEAU, TV5, 19, rue Cognacq Jay, 75341 PARIS Cedex 07 FRANCE; Tel: (33) 1 44 18 48 20; Fax: (33) 1 44 18 48 35; E-mail: [enseignant@europe.tv5.org]. Le dossier devra être reçu avant le **15 avril 2000**.

What's New in the French Review?

Vol. 73, No. 3 (Feb. 2000)

- "Game Shows in the Classroom" (Christine Gaudry-Hudson)
- "Emerging Technologies, Reemerging Techniques" (Carolyn Lally)
- "From Film to Reading and Writing: *L'Histoire d'Adèle H.*" (Lois D. Vines)
- "Verbal Meets Visual: An Overview of *Poésie Critique* at the *Fin-de-Siècle*" (Adelia Williams)
- "When Dictionaries Disagree: Notes on the Neologisms and Linguistic Method" (Jonathan Beck)

as well as articles on contemporary literature and, of course, "La Vie des mots" (Colette Dio).

MESSAGE FROM THE EXECUTIVE DIRECTOR



Jayne Abrate with Adam Steg, Audiovisual *Attaché* from the French Consulate in New Orleans, in front of the AATF booth at the recent ACTFL convention

Now that Y2K is here, we look toward the new century, but it is also telling to look back 1000 years to Y1K. The Capetian monarchs had barely been on the throne one generation. Charlemagne had been dead for almost two centuries. William the Conqueror would not be born for another 27 years. The first Crusade was almost a century away. Construction of the great gothic cathedrals was still in the future. Many of the events in French history that we study today had not yet occurred.

Yet there are some constants. *Les menhirs* and *les dolmens* were spread across Brittany. Roman-built structures such as the *Pont du Gard* and the *Arènes* in Arles and Nîmes were already several centuries old. The end of the world was predicted with the dawn of the new millennium. *Le donjon* at the *Château de Langeais* was brand new, although the Louvre did not yet exist.

The perspective of history shows that much changes over time but that these transformations usually take centuries to occur. What will be the archeological treasures of the next millennium? *La Grande Arche de la Défense*? *La Très Grande Bibliothèque*? *Le Futuroscope de Poitiers*? *Le Pont de Normandie*?

As French teachers contemplate the future, we must work together to promote French at all levels. The latest MLA statistics show a slight decline in French enrollments at the university level. This is an improvement over more precipitous declines in the past, and, hopefully, there will be an increase the next time. However, many university programs are threatened still with cutbacks and even elimination. Now is the time for K-12 teachers to support their university colleagues. We encourage university faculty to organize language fairs, film festivals, immersion days, and other activities and invite K-12 colleagues to attend with their students. This is an important way

to show administrators that there are students out there who will potentially be French majors and minors as they continue their studies. Those of you who worked together on National French Week activities know how successful such collaborations can be. It is not too early to begin planning for next year.

We also encourage university colleagues to re-examine the curriculum and ask themselves if it is adapted to the needs and expectations of incoming students. Emily Spinelli, president of ACTFL, has outlined a series of questions addressing this issue (see page 9). Incoming university students who have graduated from a standards-based program which prepares them to use the language to communicate and to learn will not be tempted by university programs that are purely literary in nature, that give little thought to practical applications of French, and that do not allow and encourage students to build upon their language skills. Often this is a question of packaging. I have found students willing and even excited to study literature as a means to understanding the cultures and peoples of the French-speaking world rather than as an end in itself.

As you learned from the September issue of the *National Bulletin*, the AATF received a grant of \$138,000 from the U.S. Department of Education which includes funds to produce a promotional video featuring testimonials from American celebrities who speak French. We think such a video will be a wonderful marketing tool for the study of French, but we need your help. See the ad on page 32 from former AATF Vice-President Bernard Petit who is producing it, to find out what you can do.

As a highlight to the convention this summer, the *Fédération Internationale des Professeurs de Français*, TV5, and the CAVILAM are sponsoring a *Concours mondial de chansons* (see announcement on page 12). Since the AATF is meeting jointly with the FIPF in Paris, let's make sure that there are American participants in this contest, and one class may even be among one of the three winning classes. As we make plans now for the AATF annual convention, July 17-20, in Paris, let us join together to collaborate and to share our experiences with colleagues from around the world. Over 3000 *congressistes* from more than 120 countries are expected to meet at the *Palais des Congrès*. Make your plans now to attend.

Jayne Abrate
E-mail: [abrate@siu.edu]

MEMBERS' NOTES



Classe de français V, Christ Church Episcopal School, Greenville, SC avec M. Jean-Paul Monchau, 1^{er} rang à gauche, le 5 novembre 1999.

Dans le cadre de la Semaine du français, **Michel Couet**, chef du département de langues et professeur de français à *Christ Church Episcopal School* à Greenville, en Caroline du Sud, a invité le Consul Général de France à Atlanta, M. Jean-Paul Monchau, visite que M. Monchau a accepté avec plaisir. Le Consul Général s'est d'abord adressé à l'ensemble des élèves de 9th à 12th grade dans l'auditorium, en présence du corps professoral, de membres de l'administration et de Kay Hewitt, présidente de SCFLTA, puis a passé une heure avec les élèves de français niveau V (cours de cultures et civilisations francophones) pendant laquelle les élèves, le consul et leur professeur ont pu échanger questions et réponses sur le fonctionnement d'un consulat et le rôle d'un consul. D'autres activités, de la gastronomie au cinéma en passant par le sport ont marqué la Semaine du français, mais c'est "ce déplacement officiel de la France" et la gentillesse du Consul Général qui restera longtemps dans les mémoires.

Now available...

REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Eric Vincent along with a visit of Paris. The multicultural Francophone flavor of Vincent's music and the dynamism and poetry of Paris combine to create an exciting document to accompany any language program. The 40-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions.

The cost of \$40 (member price) includes the video and study guide as well as postage and handling. Additional copies of the study guide are available.

Send check or school purchase order to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733.

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

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

The award itself will be a framed certificate from the AATF recognizing the recipient for his or her outstanding contributions to the teaching of French and a one-year complimentary membership in the AATF for 2001. Region III Representative Robert Ludwig has offered to provide \$400 for each award presented in 2000, in memory of his wife, Dorothy Ludwig. An official presentation will be made at the AATF Awards Banquet in Paris.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be sent to the awards chairperson by the deadline of **March 1, 2000**.

The selection committee will consist of two members of the AATF Executive Council and one teacher-member at large. Any nomination that exceeds the five (5) page limit will be disqualified and returned to the nominator. A teacher may receive the award only one time at the same level.

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

TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **March 1, 2000**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 1, 2000. The recipients will be notified by April 15 so that they can make arrangements to be present at the awards program.

QUALIFICATIONS

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

been members of the AATF for the past five consecutive years.

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

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of

1. outstanding teaching experience that may have led to
 - a. students' exemplary proficiency in French, knowledge of French language and Francophone culture and literatures, and motivation for continued study of French
 - b. increased enrollment or expansion of curricular offerings,
 - c. previous teaching awards,
 - d. student participation in extracurricular French activities and exchange programs, or
 - e. students' high performances in French on standardized tests
2. professional growth and development and contributions to the profession, such as
 - a. participation in foreign language conferences and workshops
 - b. pursuit of advanced degrees and education
 - c. grant-supported research, projects, workshops, or travel
 - d. leadership and service in professional organizations
 - e. research or presentations at conferences or publications in professional media.
 - f. sponsorship of extracurricular activities or student exchange programs.

NOMINATION PACKET

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form. No other format or similar form may be used, so that all candidates will be compared in identical rubrics. Do not exceed these two pages. This two-page required form constitutes pages

one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to members of the selection committee. This two-page required form is available upon request from AATF Headquarters.

2. A one-page personal statement by the nominee in which he or she addresses the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and/or contributions to the profession. These letters of recommendation are limited to one page each and constitute pages 4-5 of the five-page packet.
4. All nominations and forms should be submitted with the original nomination packet and four copies, organized into five complete packets for distribution to committee members.
5. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
6. Submit the five packets for the nomination to the Awards Chairman: Lee Bradley, 1165 University Center, Valdosta State University, Valdosta, GA 31698. The nomination must be postmarked no later than **March 1, 2000**.

TWO AATF MEMBERS HONORED BY ACTFL

AATF members **Joanna Crane** (AL) and **Marie-Christine Koop** (TX) were honored at the recent ACTFL convention in Dallas. Joanna Crane, whose nomination was jointly sponsored by the AATF and the Alabama Association of Foreign Language Teachers, won the prestigious Florence Steiner Award for Leadership in Foreign Languages K-12. Joanna is retired from the Alabama State Department of Education but remains active in matters concerning the profession. She is chair of the AATF Committee on Retirees.

Vice-President Marie-Christine Koop was the recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. Marie-Christine is well known for her work in contemporary French culture and cultural pedagogy and is Co-Chair of the AATF Commission on Cultural Competence.

We offer our congratulations to Joanna and Marie-Christine on receiving national recognition for their achievements.

2000 AATF EXECUTIVE COUNCIL



Gladys Lipton, President, is Coordinator of Foreign Language Outreach and Director of the National FLES* Institute at the University of Maryland, Baltimore County. Her many honors include

ACTFL's Florence Steiner Award and *Officier dans l'Ordre des Palmes Académiques*, and recently, the New York State Association of Foreign Language Teachers' National Leadership Award. She has written and edited several books and has written over 50 articles and books. E-mail: [lipton@umbc2.umbc.edu]

President-Elect **Jean-Pierre Piriou** (Ph.D. University of Virginia) is Professor of French and Francophone Studies at the University of Georgia. He is a specialist in contemporary French literature and Francophone literature and civilizations. He has authored and edited numerous books and articles and is a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [jppiriou@uga.edu]



Jayne Abrate (Ph.D. Purdue) has been Executive Director of the AATF since August 1997. She taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, Quebec culture and literature, and the use of technology and the World Wide Web in the French classroom. She is also editor of the Central States Conference newsletter. E-mail: [abrata@siu.edu]

Vice-President **Marie-Christine Koop** (Ph.D. Michigan State) is Associate Professor at the University of North Texas. She serves as, Co-Chair of the Commission on Cultural Competence, and Review Editor for Society and Culture of the *French Review*, as well as having been North Texas Chapter President. She is a *Chevalier dans l'Ordre des Palmes Académiques* and the recipient of the 1999 ACTFL Nelson Brooks Award for excellence in the teaching of culture. A specialist on



contemporary France, she has authored many articles, a textbook, and is writing a book on the French educational system. E-mail: [koop@unt.edu]

Judith Johannessen, Vice-President, taught at the Minnesota Arts High School. She was elected to two terms as Region VII Rep. and was appointed Vice-President to fill an unexpired term. She has also served as *Grand Concours* Chairperson and was named a Best Treasurer. She has received the Percy Fearing Award and the Emma Berkmeier Award for service to foreign language education. Judy is co-chair of the Articulation Commission and in 1998 accompanied the *Grand Concours* winners to the *Coupe du Monde*. E-mail: [mmej@uswest.net]



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



Chris Pinet (Ph.D. Brown) is Editor in Chief of the *French Review* and has published on French literature, popular culture, and French society and politics in the *French Review*, *Stanford French Review*, *Contemporary French Civilization*, and other publications. He also served as Managing Editor and Review and Assistant Editor for *Civilization*. He is working on a book about the Paris working-class suburb, Villejuif. He is a *Chevalier dans l'Ordre des Palmes Académiques* and teaches at Montana State University. E-mail: [umlcp@montana.edu]

James Gilroy of the University of Denver is the new Managing Editor of the *French Re-*



view. Jim is a professor of French and Humanities at the University of Denver where he has taught since 1972. He is the author of four books and several articles on French and Francophone literature. He is also a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [jgilroy@du.edu]



Jane Black Goepper, Editor of the *National Bulletin* for 16 years, has taught French at the high school and university levels. She has taught literature, civilization, foreign language methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and supervising teacher for student teachers. She has written articles on teaching methodology and is a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [jbg@fuse.net]

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



Geraldine O'Neill (Ph.D. Ohio State), in her second term as Region I (Greater New York) Representative, has a teaching career which encompasses junior high, senior high, and university and more than 40 years in the classroom. She has served as Chapter Vice-President and President and Chairperson of the *Grand Concours*, participating actively in local, regional, and national meetings and committees. E-mail: [geoneil@attglobal.net]



Joyce Beckwith (M.A. Boston College, M.A.T. Harvard), Region II



(New England) Representative, is Professor of French, Spanish, and Latin at Wilmington High School (MA). She has served as Eastern Massachusetts Chapter President and taught in schools in New York and Massachusetts. She has presented at state and regional meetings and is the President of the Massachusetts Foreign Language Association. She is a *Chevalier dans l'Ordre des Palmes Académiques*. E-mail: [mmejoyb@aol.com]



Robert J. Ludwig is in his second term as Region III (New York State) Representative. He is a *Commandeur dans l'Ordre des Palmes Académiques*, NY State Teacher of the Year, and the first recipient of the ACTFL Florence Steiner

Award K-12. Bob is a Past-President of ACTFL, NYSAFLT, the NY State Council of Educational Associations, the NY State Alliance for Arts in Education, among numerous others, and has received many awards for his contributions to the profession. He is currently Executive Director of NYSAFLT. E-mail: [bertie5791@aol.com]

Diana Regan (M.A. Temple University), newly-elected Region IV (Middle Atlantic) Representative, recently retired after 35 years as teacher and department head in the Philadelphia School System. She is currently teaching college



French and supervising student teachers. She has served as Secretary/Treasurer, Vice-President, and President of the Philadelphia Chapter and has been involved in numerous local and state standards committees. E-mail: [dregan10@aol.com]



Lee Bradley, Region V (South Atlantic) Representative, is Assistant Professor Emeritus of French at Valdosta State University (GA). He also served as Regional Representative (V) from 1980-1986 and as a board member

and then executive director of the Southern Conference on Language Teaching (SCOLT) from 1984-1997. He chairs the AATF Awards Committee and is also SCOLT Publications Director, publishing the annual SCOLT volume and the newsletter *SCOLTalk*. E-mail: [lbradley@valdosta.edu]



Mary Jo Netherton, in her second term as Region VI (East Central) Representative, has taught French at Morehead State University (KY) for 34 years. She is the South Central Vice President for Pi Delta

Phi and President of the Kentucky Council for the Teaching of Foreign Languages (KCTFL). Mary Jo was elected Director of the Kentucky Institute's Study Abroad Program in France, effective 1999. E-mail: [m.nether@morehead-st.edu]

Ann Sunderland, recently elected Region VII (West Central) Representative, has taught at Truman High School (MO) for the past 22 years. She recently completed a two-year term as President of the Foreign Language Association of Missouri and has also served as Vice-President and Conference Chair. Ann is especially interested in *la Francophonie* and has received fellowships to study and teach in Morocco, Senegal, and the islands of the Indian Ocean. E-mail: [asunderland@indep.k12.mo.us]



Helen Lorenz, Region VIII (Southwest) Representative, taught at the Hockaday School in Dallas for 27 years, 22 as Language Department Head. She is an AP consultant, has served as reader and

member of the AP Test Development Committee, and has directed several AP institutes and workshops. With a colleague, she has established an Academic Alliance in North Texas. E-mail: [helenlor@usa.net]

Recently reelected to his second term as Region IX (Pacific) Representative, **Vincent Morrisette**, teaches French at the Santa Catalina School in Monterey, CA. In forty years in the profession, he has taught at the elementary, secondary, university, and graduate levels. He now particularly enjoys traveling in Region IX, giving talks and workshops, and meeting new colleagues. E-mail: [gvincent@mbay.net]



SOCIÉTÉ HONORAIRE DE FRANÇAIS SEEKS NEW EXECUTIVE SECRETARY

The *Société Honoraire de Français* is seeking nominations for the office(s) of Executive Secretary and Newsletter Editor to begin 7/1/2000 or 1/1/2001 (following election to office)

The Executive Secretary is responsible for the well-being of almost 2,000 chapters of the SHF throughout the U.S. and abroad. He/she must be fiscally responsible for a yearly budget of approximately \$30,000. Duties include:

- Maintain roster of active chapters and chapter sponsors;
- Receive monies and assign new chapters;
- Receive monies for student membership, process and ship orders;
- Answer, with the help of the SHF president, eligibility questions;
- Enforce the SHF constitution and by-laws;
- Maintain items such as seals, and promote sale of t-shirts and pins.
- It is important that the Executive Secretary have access to a direct mailing system at the school or can establish an account, on behalf of the SHF, at the local post office.
- Calligrapher(s) must also be hired at a fixed rate.
- An honorarium is given for this office.

The Newsletter Editor publishes two issues of *L'Élan* each academic year and mails them to each chapter sponsor. He/she is responsible, with the Executive Secretary, for maintaining a current mailing list and for the contents of each issue.

It is important that the Newsletter Editor have access to a direct mailing system or can establish an account, on behalf of the SHF, at the local post office which can handle bulk mail.

An honorarium is given for this office.

Please send nominations or a letter of interest to: Dr. Jayne Abrate, AATF National Headquarters, Southern Illinois University, Carbondale, IL 62901-4510 by **April 30, 2000**.

Interested candidates can obtain information about the duties of the office(s) from Dr. Stephen Foster, retiring Executive Secretary of the SHF, Old Dominion University, Norfolk, VA 23529-0085, or [sfoster@odu.edu].

PARIS 2000

Join us for the
73rd AATF Convention in Paris
July 17-20
as we join forces with the
Fédération Internationale des Professeurs de Français.

RAISING THE VISIBILITY OF FRENCH ON THE COLLEGE CAMPUS WITH PI DELTA PHI

Four years ago, in the face of sliding enrollments, the French faculty at Boston College undertook a multi-pronged—and successful—effort to make the basic language sequence more responsive to the broad range of student interests. (From fall 1996 to fall 1998, the number of students continuing from Intermediate French, a requirement, to our third-year course, an elective, went from 3 to 25 to 50!) We soon realized, however, that it was not enough to realign our basic courses with the National Standards, to promote our business internships in Strasbourg, and to develop an interdepartmental French Studies minor. The academic community as a whole remained uninformed and basically unaware of our contributions to the educational mission of the university. Our next move was to institute a Boston College chapter of the Pi Delta Phi, the National French Honor Society, and to make it a visible part of campus life. The following article describes our activities and their impact on the university.

Setting up a new chapter

In setting up our new chapter of Pi Delta Phi, we received invaluable help and support from the National Office and especially Executive Director, Dr. Mary Gutermuth (Sam Houston State University, P.O. Box 2026, Huntsville, TX 77341; E-mail: [fol_meg@shsu.edu]).

In our selection of Charter Members we not only included our strongest undergraduate and graduate students and named as honorary members all the French faculty, we reached out to honor other members of the Boston College community known to be fluent in French and supportive of our mission: our President, J. Donald Monan, S.J., our Dean of Arts and Sciences, J. Robert Barth, S.J., and the Director of our Center of International Programs, Dr. Marian St. Onge. Given the status of our honorary members, the initial ceremony received press coverage and photographs in our official campus media.

Recognizing the students

The Pi Delta Phi allows us to publicly recognize our best students every year in an open ceremony. The students, some of whom are majors, but some of whom are minors or simply students with a strong concentration in French, are all very pleased that they have earned this honor

which they can include on their résumés when applying for graduate school or looking for employment. This year we are computerizing our data base so that we can maintain contact with our membership through a Pi Delta Phi Newsletter.

Acquiring club status

In summer 1998, I accepted the responsibility of Faculty Moderator and began working with Tim Sullivan, a junior and our new Pi Delta Phi president, who wanted to make the organization much more active on campus. By writing a constitution and gaining recognition as an official student organization, Pi Delta Phi



Tim Sullivan and Rebecca Valette. Photographer: Lee Pelligrini.

was able to open a bank account, to acquire a Web site, and to become eligible for modest financial support from the Office of Student Development. Since it took most of the academic year to make our status official, our activities of the first year were entirely supported by our own initiatives.

Scheduling activities

It was Tim Sullivan's conviction that Pi Delta Phi should organize one major event each semester which would highlight some French-related aspect of the university. His first idea was that we might sponsor a museum exhibit, however, we quickly learned that museums schedule their exhibits years in advance. In summer 1998, therefore, we were fortunate to get the authorization to curate a small exhibit in summer 2000 showcasing some of the French and European fans which the museum has in storage and which have not been exhibited in over fifteen years.

What to do during the academic year

1998-1999? We discovered that the rare books collection of the John J. Burns Library had a beautiful illuminated French medieval manuscript, and the librarian was willing to let our members work with it and also agreed to exhibit the book in spring. This left the calendar open for a fall project. We decided to build our year's program around a medieval theme and to create an outdoor replica of the meditation labyrinth on the floor of the Chartres cathedral. In conjunction with this labyrinth project, we were able to set up a small exhibit on the cathedrals of Chartres and Amiens in the entrance hall of the main library.

In future years we hope to exhibit a collection of Haitian paintings (now in storage), to study selected French works and manuscripts from the special collections at the Burns Library, and to create a guidebook to the French writers, scholars, and scientists whose contributions to Western civilization are celebrated in the stained glass windows of the Bapst Library.

Pi Delta Phi Projects

a) The Labyrinth Project

As a background to the labyrinth project, we consulted library holdings on the labyrinths of French cathedrals and obtained information on how to build a labyrinth from the Grace Cathedral in San Francisco. To paint a labyrinth on one of the campus lawns, we discovered that we first needed to get permission from the Office of Buildings and Grounds who insisted that we obtain official authorization from the President of the University. We had already approached the Athletic Office for their assistance since their staff has extensive experience in painting athletic fields and placing logos on the floor of the hockey arena. Because Pi Delta Phi was a student club, they were happy to help out. Using pictures of the Chartres labyrinth, their painter created the necessary stencils. One fall afternoon in late September, the crew from the Athletic Department and the Pi Delta Phi students got together to paint the labyrinth and set up signs (in French and English). At the dedication ceremony, attended by over 100 people, the acknowledgments, the blessing of the labyrinth, and the music were in both French and English. Again the event was covered in the campus media. The labyrinth itself was a great success and was

written up in the student newspaper, as well as the *Chronicle for Higher Education*, the *Boston Globe*, the *Boston Herald*, and the local *Newton Tab*.

In fall 1999, the labyrinth was recreated in a new location on campus, again with a bilingual dedication ceremony where the Pi Delta Phi banner was floating in the background. The prospects are strong that a more permanent campus labyrinth may soon become a reality.

b) The Book of Hours Project

The major project of the year was the publication by the University Press of Boston College of a beautiful four-color, 64-page book entitled *Reflections on the Connolly Book of Hours*. Half of the book consisted of specialized chapters introducing the Book of Hours and its role in medieval life with a focus on the French prayers, which we presented in bilingual format. The central portion of the book contained facsimiles of each of the 32 illuminated pages of the manuscript, together with a background description of the iconography of each image and a personal "reflection" which it inspired. To write these "reflections" we invited Pi Delta Phi members, as well as librarians, members of the administration, and professors in other departments. The Office of Audio-Visual Services photographed the illuminations and did the color separation. We posted these images on a private Pi Delta Phi Web site so that our contributing writers could each select the page they wished to write about. Tim Sullivan and I were the main authors as well as editors and designers. This project also relied on the *pro bono* help of a professional graphic designer who instructed us in the use of Quark.

The Pi Delta Phi decided to dedicate the book to a recently deceased member of the department and medievalist, Professor Normand Cartier. In conjunction with the publication, former students and friends of Professor Cartier were invited to contribute to the establishment of a Cartier Prize to be awarded annually to a deserving Pi Delta Phi student.

The celebration for the publication of the book was attended by the Chancellor (who had written one of the reflections), the Dean of Arts and Sciences (who had written the preface), and many other members of the community, as well as former students of Professor Cartier. Copies of the book were distributed to the Trustees at their June Board meeting, and the medieval manuscript was specially exhibited for them. The project was covered by the local and campus media, and highlighted in a two-page color spread which appeared in the summer 1999 issue of the *Boston College*

Magazine which is sent to all alumni.

c) The European Fan Exhibit

June 2000 will see the opening of the exhibit entitled "European Fans from the Collection of the McMullen Museum of Art," an exhibit curated by members of Pi Delta Phi. The technical aspects of the catalog will be written by Tim Sullivan, Pi Delta Phi president and Fine Arts major/French minor. French undergraduate and graduate students, with faculty support, will be linking the scenes on the fans to excerpts from French literary works which will be presented as bilingual exhibit labels. As the museum is next to the Office of Undergraduate Admissions, many prospective students and parents will see that the French department is definitely an active participant in University life. The exhibit will be up until the end of September so that in the opening weeks of the fall semester the exhibit can be integrated into the syllabi of some of our French courses. There are also plans for a guest lecture, sponsored by Pi Delta Phi and open to the public.

Linking with other Pi Delta Phi chapters

Our members would like to make contact with other Pi Delta Phi chapters across the country. We have a Web site at [www.bc.edu/pdp/] which describes our activities. Our president, Tim Sullivan, would be happy to hear from other chapter presidents; his e-mail address is [sullivtx@bc.edu].

In closing, let me add that we would be glad to send interested chapters more detailed information on our projects. For a contribution of \$15.95 (to cover our costs), we will send you a copy of our publication *Reflections on the Connolly Book of Hours* (which retails at our campus bookstore and on [Amazon.com] for \$19.95) together with a step-by-step description of the Book of Hours project, plus handouts describing the Labyrinth project. Please make your check out to Pi Delta Phi and mail it to our secretary, Nikki Bartlett, Pi Delta Phi, Department of Romance Languages, Boston College, Chestnut Hill, NU 02467.

Rebecca Valette
Boston College

RÉPONSES AU QUIZ SUR PARIS

Le quiz se trouve à la page 26.

1. Sainte Geneviève est la sainte patronne de Paris.
2. Le nom de Paris vient de celui d'une tribu gauloise, les Parisii, qui vivait sur l'Île de la Cité.
3. Les Romains appelaient la ville gallo-romaine Lutèce.
4. Le point zéro se trouve sur le parvis

de Notre-Dame devant le portail central. Il est représenté par une plaque en bronze enfoncée dans le sol.

5. Le Baron Haussmann a dirigé de nombreux travaux au 19^{ème} siècle, y compris la création des grands boulevards parisiens.
6. Henri IV s'est marié avec Marguerite de Valois, fille du roi son cousin Henri III, en 1572. Henri IV était huguenot et est resté à l'extérieur de l'église pour la cérémonie. Plus tard, il s'est converti au catholicisme afin de réunir le royaume, et en 1598 était l'auteur de l'Édit de Nantes qui garantissait la tolérance religieuse.
7. La Tour Eiffel a été construite pour l'Exposition Mondiale de 1889.
8. Les tableaux impressionnistes étaient autrefois exposés au Musée du Jeu de Paume près du Louvre.
9. À l'origine, le musée d'Orsay était une gare.
10. Le Pont Neuf est le plus ancien pont de Paris, construit entre 1578 et 1604.
11. Le Tombeau du soldat inconnu se trouve en-dessous de l'Arc de Triomphe depuis 1920.
12. Il s'agit des jardins de l'ancien Palais des Tuileries, construit par Catherine de Médicis et qui fermait les deux bras du Louvre. Le Palais a brûlé en 1870, mais les jardins restent. En ce lieu se trouvait auparavant une manufacture de tuiles, d'où le nom Tuileries.
13. Le Sénat siège au Palais du Luxembourg.
14. Le Président de la République réside au Palais de l'Élysée.
15. Le Premier Ministre a sa résidence à l'Hôtel Matignon.
16. L'Obélisque de Louxor qui se situe au milieu de la Place de la Concorde est le plus vieux monument, vieux de 3200 ans.
17. La première ligne de métro a été ouverte en 1900 entre Maillot et Vincennes.
18. La basilique du Sacré-Cœur, construite au 19^{ème} siècle, se trouve sur Montmartre.
19. La plupart des rois de France sont enterrés dans la Basilique St. Denis.
20. L'Arc de Triomphe du Carrousel, l'Obélisque et l'Arc de Triomphe de l'Étoile s'alignent d'un bout à l'autre des Champs-Élysées.
21. I.M. Pei, un architecte américain d'origine chinoise, a dessiné la Pyramide.
22. La Sainte Chapelle, construite par Louis IX, se trouve à l'intérieur de l'enceinte du Palais de Justice.
23. Le quartier le plus ancien de Paris se trouve sur l'Île de la Cité.
24. Voltaire fréquentait le Café Procope.
25. Le tombeau de Napoléon se trouve aux Invalides.

CLASSROOM ACTIVITIES

FOUR WALLS AND THE FOURTH WALL, OR HOW TO CREATE AN ANIMATED FRENCH VILLAGE IN THE CLASSROOM¹

The fourth wall is the barrier which blocks second language communication. What I have tried to do with the four walls of my classroom is to make that barrier easier to break through.

We all know that the atmosphere, the ambiance of a classroom does have an effect on the attitude and the performance of students. A dull wall, one with little decoration or interest sends one message to our students, while quite a different message is sent by the wall which is interesting, bright, and culturally relevant.

Based on this simple idea, I decided to try something unique. I wanted to have something different than just the typical



posters, banners, and bulletin board. So, I came up with the idea of making my classroom into a French village.

Three years ago, I started with a *pâtisserie*. That same year, I added a *café*. The next year I added a music shop and a bank. This year I am currently working on a museum. My shops serve not only as decoration but double as areas to do role plays. They also help to teach culture. I have a complete French menu posted in the window of my *café*. In the bank, I have copies of French money; I also have the current exchange rates posted. In the music store, I have authentic covers of French CDs. These were taken from the Internet, blown up to the actual size of a CD, and laminated. This is designed so that the CDs can be changed to keep things current. When the museum is finished, I plan to exhibit masterpieces done by French artists. These, too, will be laminated, and changed two or three times during the course of the year.

What do the students think about it? They love it! Sometimes they bring their friends by just to show them their French

classroom. During the freshman orientation, I heard a student, after looking into the room, say, "Man, French must rule!" And in response, I said, "Yes, it does!"

Other than simply painting on the wall, one can add other things to make the atmosphere more real and interesting. For example, one of my buildings, the music shop, has a real canopy attached to the wall. Another added attraction is a bistro set that I placed in the corner of the room, just next to the *café*. I also have a street sign painted just outside my door, which reads, Avenue of Language.

What you can do if you have very little art talent is find your students who are artistically talented. This would be a great way to get students involved and a way to make them feel a sense of ownership.

What is needed to do an animated French village?

- Latex wall paint (your choice of color)
- Paint brushes of various sizes
- Yardstick
- Masking tape

How to do a shop ...

1. On paper, do a sketch of the shop you plan to paint.
2. Mark off the background dimensions on the wall with a pencil.
3. Paint the big background square the color you choose for the building. Use masking tape along the outside of your pencil mark to keep a straight paint line.
4. Next, mark off the windows, doors, and other general parts of the building and prepare to paint; again, masking tape is helpful in keeping straight paint lines.
5. After the general parts have been painted, sketch and paint details.
6. Lettering can be done using a banner printed from the computer as a stencil.

Deborah McDaniel
East Carter High School
Grayson, KY

¹Reprinted with permission from *The Bluegrass Bulletin*, Vol. 25, No. 3 (Spring 1999) of the Kentucky Council on the Teaching of Foreign Languages.

Editor's Note: Not every school welcomes teachers to paint the walls, and not every classroom has walls or blank walls (my own had a wall of windows and two walls of chalkboards, and the last had built-in bookcases. Therefore, teachers might consider painting on heavy, large paper or canvas and then attach these pieces to walls or chalkboards.

QUE TOUS PARTICIPENT!²

Afin d'être certaine que le niveau de participation dans mes cours soit également distribué parmi tous mes élèves, j'emploie un fichier. Pour chaque élève, j'ai une fiche avec son prénom français (choisi le jour de la rentrée) et son nom de famille. Quand il y a des occasions de parler en classe, j'accepte rarement les «volontaires»; j'emploie le fichier pour décider de qui répondra, qui lira, qui écrira la réponse au tableau, etc., et je marque un point sur la fiche pour tout effort de participation. Il est important de noter que les élèves reçoivent des points même s'ils n'ont pas répondu tout à fait correctement. Nous avons plusieurs occasions d'évaluer les progrès de nos élèves et de noter leur niveau de progrès; ce qu'il leur faut, c'est du temps pour se perfectionner dans la langue sans perdre de points pour les fautes.

Je trouve qu'en employant le fichier, les élèves les plus agressifs ne peuvent plus dominer le cours, tandis que les élèves timides n'ont pas le choix de ne jamais répondre. De plus, je trouve que les élèves timides acceptent presque toujours de répondre lorsque j'emploie le fichier, non seulement parce que cela fait partie de leur note, mais aussi parce qu'il est évident pour les élèves que je ne les harcèle pas en les appelant; c'est tout simplement que c'est leur tour. Évidemment, il est quelquefois nécessaire de mélanger les fiches afin que les élèves ne puissent prédire quand leur tour de répondre arrivera.

En ce qui concerne la discipline, ce sont mes fiches qui m'aident le plus parce que si j'appelle un élève qui ne fait pas attention ou qui doit me demander où on en est, je remets sa fiche au fond du tas et je continue avec le prochain. Je ne dis rien parce qu'il est entendu qu'il faut toujours faire attention pour avoir le droit de participer.

Pour terminer, je voudrais mentionner une autre raison importante d'employer un tel système pour décider de qui répondra. Dans cette ère où il faut toujours penser à l'égalité non seulement des races mais aussi des sexes, le fichier est une excellente façon d'être juste envers tous mes élèves. Si j'emploie exclusivement mon fichier pour décider de qui va être le/la prochain(e) à parler, il n'est plus possible de favoriser un groupe d'élèves.

Si vous décidez d'employer ce système de participation et que vous avez des questions, ou bien si vous utilisez un autre système qui remporte un grand succès, je voudrais bien le savoir! Vous pouvez me contacter à [naditz@earthlink.net]. Merci à tous et à toutes.

Nicole Naditz
Pomona, CA

²Cet article parut dans le *Bulletin de l'AATF—Southern California*, Vol. 3, No. 2, janvier 1999.

INTERDISCIPLINAIRE À LA CARTE: MAKING CONNECTIONS IN THE FRENCH CLASS

Mapping relationships throughout the curriculum in an interdisciplinary experience, as the latest research shows, can dramatically impact upon students' learning. The world language curriculum provides a natural and perfect milieu for such implementation. This can be done on a team teaching basis or simply with the language teacher alone as the architect. Projects that derive from high student interest can also inspire creative techniques, spanning the gamut of multiple intelligences.

Students at the intermediate level of French study at Southern Regional High School, Manahawkin, NJ, delved into an interdisciplinary venture revolving around Gaston Leroux's literary work, *Le Fantôme de l'Opéra*. The worlds of French literature, language, culture, creative writing, art, music, theater, and technology melded into one. Classmates explored the humanities in many activities and studied interrelationships.

Eagerly devouring the text of this popular novel, young linguists discussed plot and plunged into the depths of literary analysis. They traced elements of the natural and supernatural, becoming philosophers in discussions of myth versus reality. Portraying psychologists, they deciphered the emotional interplay of characters, analyzed love triangles, antithesis, hypnotic charm, interior and exterior beauty, and various other phenomena. The French language was used as the primary medium of communication through brainstorming.

Historical connections interfaced beautifully with an overview of the latter half of nineteenth-century France, the time period of the setting of *Le Fantôme de l'Opéra*, through student research. Students investigated the major scientific and mathematical discoveries of the era. The key concepts were presented to the class in jigsaw, cooperative fashion. The requirement was a specified number of sentences in French practicing the past tenses.

Motivated to write, each student created a composition and a poem in French on any chosen theme related to the novel. Some chose the recurring phenomenon in world literature of the beauty and the beast. Results were elating, with some works being entered into national writing contests

and our school literary magazine, *Visions*.

Tempera paints, assorted brushes, and super rolls of heavy paper now set the atmosphere for the next phase. A collective class mural of assorted scenes and



impressions was designed, as students listened to and interpreted the powerfully hypnotic and inspiring strains from the soundtrack of Andrew Lloyd Weber's *Phantom of the Opera*. They drew, painted, and became expressive artists, adding original lines of poetry.

Entirely enveloped by a brightly colored mural, with music in the background, the classroom was metamorphosed into a scene for a dramatic poetry reading of student work. Our own custom booklet of literary creations was compiled.

Phantom fanaticism caught on quickly as some class members surfed the Internet on their own time to find a "Phantom" Web site, where theories and thoughts were exchanged. One student's keypal even visited "Box Five" at the *Opéra Garnier* in Paris.

The highlight and culminating experience of this humanities endeavor was a trip to New York City to see the Broadway production of *Phantom of the Opera*. Learners then wrote critiques and reactions in French.

Tying the projects together in a true technological fashion, Southern Network News produced and broadcast a very professional looking video tracing our activities.

Many other projects using the thematic approach can help to interweave curriculum connections. For example, students voyaged back in time to the Middle Ages by studying the province of *La Bretagne*. The mysterious myths, legends, and romances, such as *Le Roi Arthur* and *les Chevaliers de la Table Ronde*, from French children's storybooks, encouraged students to investigate historical connections like the

feudal system. Travel brochures and audio and video tapes make another fun learning project as students "tour" the region, immersing themselves in the role of troubadours, many created and illustrated

their own medieval myths. The unit ended with a sampling of *crêpes* and cider.

Learning activities such as these are geared to elements of Gardner's Seven Multiple Intelligences: the linguistic, logical-mathematical, spatial, intrapersonal, musical, interpersonal, and kinesthetic realms. The

areas of reading, writing, speaking, and listening are covered. Enthusiasm and joy bubbled, learning flourished, and creative energy flowed from start to finish in our attempt to create a mini-world, where one discipline flowed smoothly into the next.

Lee Kovalek
Southern Regional High School
Manahawkin, NJ

MOTS CHASSÉS: Corrigé des exercices sur l'article "La Vie des mots" parus à la page 31.

- I. 1. Vrai 2. Faux 3. Vrai 4. Faux 5. Vrai 6. Faux 7. Faux 8. Vrai 9. Faux 10. Vrai
- II. 1. Entrée de l'Europe dans la zone euro 2. Problèmes pratiques de l'intégration de l'euro dans les Onze pays 3. Les impôts en France: modalités et calcul de paiement 4. Les problèmes de l'intérieur de l'Éducation nationale 5. Les professeurs non-enseignants 6. Qu'attendent les élèves du Ministre de l'Éducation nationale?
- III. 1. indiquées en euros 2. espèces sonnantes et trébuchantes 3. se faire mensualiser 4. la date de recouvrement de l'impôt 5. communes, les départements, les régions et l'Équipement 6. daté, signé et envoyé au Trésor Public 7. un corps de titulaire académiques 8. l'ancienneté, le nombre d'enfants, le lieu de travail du conjoint et les diplômes 9. leurs classes ont des effectifs pléthoriques, des programmes trop lourds et qu'ils manquent de profs remplaçants 10. ne passe pas nécessairement par Paris

NEW! AATF PROMOTIONAL FLYER



Why Learn French?

Attractive blue/green flyer highlights business and career reasons for studying French.

- ◆ French means Business!
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- ◆ *Le français, c'est pratique!*

These flyers are available in quantity for 10 cents/copy or \$10.00 per hundred. The cost of producing and mailing these flyers to our members who request them is partially subsidized by the AATF. Larger orders 20 cents/copy. A complimentary sample copy is available upon request.

_____ Why Learn French flyers x 10 cents each = Total amount for flyers _____

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 28. 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 00 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.

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

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Telephone: _____ Home _____ Work _____



AATF COMMISSION ON CULTURAL COMPETENCE Marie-Christine Koop and Sharon Rapp, Co-Chairs The AATF National Commission on Cultural Competence seeks ACTIVE participation!



In keeping with the main objective of providing practical information on the teaching of Francophone cultures at all levels:

- If you would like to share a classroom activity with readers of the *National Bulletin*, please send your contribution to Sharon Rapp at the e-mail address below.
- Members of the Commission continue to present sessions and workshops on the teaching of culture at state, regional, and national meetings. The Commission organized two presentations for ACTFL in Dallas. A session on "The French-Speaking World: Current Events and Strategies for Cultural Awareness" (Marie-Christine Koop, Rosalie Vermette, Sherry Dean) brought attendees an update on several items of Francophone culture. "Teaching Culture: Strategies and Practical Applications," a three-hour post-convention workshop presented by five members of the Commission (Sharon Rapp, Alan Singerman, Andrew Suozzo, Ross Steele, Ann Williams-Gascon) invited participants to focus on strategies for the presentation of culture in the classroom.
- Two sessions have been proposed for the AATF convention in Paris. One will focus on cultural updates, the other on practical strategies for the classroom. The Commission welcomes suggestions on topics and locations for future sessions and workshops.
- Additionally, contingent upon grants, a series of workshops on the teaching of culture is being planned by Ann Williams-Gascon for various locations across the United States.
- Discussion and planning are underway for a possible seminar in Quebec for the summer of 2001. This would provide an opportunity for a group of teachers to study abroad, immersed in a Francophone culture.
- Work continues on follow-up volumes to the Commission's first publication entitled *Acquiring Cross-cultural Competence*, a theoretical volume edited by Alan Singerman. A volume of practical applications, edited by Jayne Abrate and Rosalie Vermette, is being prepared from a wide sampling of activities at differing levels, touching seven areas of cultural competence, submitted by French teachers from across the country. A third volume, *France at the Dawn of the XXIst Century: Trends and Transformations*, edited by Marie-Christine Koop assisted by Rosalie Vermette, should appear in the year 2000.
- A Web site is being maintained. For more information on our objectives and projects, visit the site at: [<http://courses.unt.edu/koop/aaffculture.htm>].
- The Commission continues to receive names of volunteers who wish to join one of the subcommittees involved in this endeavor. The subcommittees are:

- Dissemination of Cultural Activities for the Classroom
- Organization of Workshops and Seminars on the Teaching of Culture
- Research and Study Groups on French Culture
- Cultural Content of National Exams and Standardized Tests
- Revising and Updating the Commission Cultural Guidelines

To serve on a subcommittee, submit activities for the *National Bulletin*, suggest information for the Web site, propose and/or present sessions at conferences, contact one of the Commission Co-Chairs below.

Marie-Christine Koop
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Sharon Rapp
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The work of the Commission is a work in progress! JOIN US!

AATF MEDALS

AATF medals make excellent awards to give to outstanding students at the end of the school year. We have medals in two price ranges. The Washington/Lafayette and *Hexagone* medals are \$5.25 each. They are 1-inch in diameter, blue, gold, and white *cloisonné* enamel. The other medals are bronze medals from the government mint in Paris. The smaller, 32 mm in diameter, displays *Les Armes de Paris* for \$18. The larger, 41 mm in diameter, has *La Minerve* and is \$22. All prices include shipping and handling. To order medals, please fill out the form below, and send it with payment to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Please print.

Name _____ Telephone: (Home) _____

Address _____ (Work) _____

Quantity	Quantity
_____ Washington/Lafayette @ \$5.25	_____ L'Hexagone @ \$5.25
_____ Les Armes de Paris @\$18	_____ La Minerve @ \$22

Total enclosed: _____

Check the Materials Center (page 28) for other promotional items.

FRANCE WELCOMES THE NEW MILLENNIUM IN STYLE!

Leave it to the French to throw a party! As the explosive euphoria of the 1998 World Cup brilliantly demonstrated, France knows how to live up to its reputation and do it in grand style.¹ The festivities planned to welcome the new millennium promise to be even more spectacular, a year-long celebration conjured up with that uniquely French combination of *savoir-faire* and *joie de vivre*.

Last December 31, 1999, as the illuminated hands of a giant Ferris-wheel clock in the Tuileries Gardens in Paris spun out the seconds until the stroke of midnight, twelve immense and fanciful portals lining the *Champs-Élysées* burst into light as they opened one by one. Spanning a red carpet laid from the Louvre to the *Arc de Triomphe*, the fantastic *Doors To The Year 2000*—the ephemeral creations of a dozen artists, architects, and scenic designers came to life with music, dance, and street theater. Crowds of revelers joyously swarmed to join in the celebration. At exactly the same time, in cities and towns all across France, other monumental and ephemeral portals, each with its own theme and special local character, suddenly lit up and opened a nationwide kickoff for the hundreds of special events, exhibits, and festivities scheduled throughout France, throughout the year 2000.

As a permanent commemoration of the millennium and a symbol of faith in the future, a 1000 kilometer (600 mile) line of trees has been planted along the Paris Meridian (2° 20' 14" east of Greenwich) extending from Dunkerque on the North Sea to Prats-de-Mollo in the Pyrénées). The tree line continues across the Spanish border to Barcelona, where the meridian runs into the Mediterranean). Moreover, during the summer, fields around the trees will be sown with poppies and clover, and on Bastille Day, July 14, 2000, France will throw the world's largest picnic, a 600 mile *déjeuner sur l'herbe* extending through the 337 French towns and villages along the route of the "Green Meridian." Everyone is welcome.

The summer solstice is the traditional night for France's nationwide free-to-all music party, the *Fête de la Musique*. The Millennium edition features *Périphérock*, an unprecedented 32-kilometer (20 mile) ring of music encircling Paris. With musicians and bands from all over the world playing on the city's *périphérique* (beltway), which will be closed to traffic and open for dancing all night long on June 21, 2000, a huge *Périphérock* Festival is sure to attract an enthusiastic public. Similar parties will be held on the highways surrounding the main

cities throughout the country, and—even where there is no such highway—there will be music and dancing in every town and village in France. Other special events are planned in Paris to mark the entry into the new millennium: the Planetary Garden is a vast greenhouse garden, and its collection of natural curiosities will fill La Villette's *Grande Halle* with a new vision of the relationship between man and nature. The *Centre Georges-Pompidou* and its *Musée National d'Art Moderne* reopened on December 31, 1999, after three years of renovations, with a show entitled "Time, Past." Visitors got a look at historical and modern concepts of time and the methods and rituals designed to measure and mark its passage, from celestial movements and calendars to the virtual time of tomorrow.

Parisian museums are vying to share the limelight: the *Grand Palais* with its presentation "Visions of the Future," a major exhibit on the many ways in which man has imagined his future, from neolithic times to the present. The exhibit includes the aspirations to immortality represented by early gods and goddesses, bright utopias and lost paradises, predictions and prophecies, dreams of modernity, and fears of the Apocalypse. Other exhibits at the *Grand Palais* will include "1900: Passage of a Century, and "The Mediterranean: 1850-1930," focusing on the influence of Mediterranean light and color on Gustave Courbet, Claude Monet, Henri Matisse, the neo-impressionists, and the Fauvists. By the end of the year 2000, the Louvre will have opened an entire new section devoted to the primary arts of Africa, Asia, the Americas, India, and Oceania.

The *Petit Palais* will celebrate the New World through the year 2000 with exhibitions on Latin American culture while the *Avenue des Champs-Élysées* already took a new face and name, the *Champs de la Sculpture*, with 50 monumental works installed along the avenue from September to mid-October 1999. The Seine River's embankments and 36 bridges were bathed in light in November 1999 to mark the opening of the Christmas season. The Eiffel Tower remained illuminated by 20,000 flashes of light during the countdown which marked the last few seconds of the century.

Through Paris the *Grande Parade de Paris*, celebrating New Year's Day 2000, marched, accompanied by bands, acrobats, and floats from many countries. The *Palais de Chaillot* terrace has been designated as the site of *Messages pour la paix*, a giant wall designed by Clara Halter and Jean-Michel Wolmote, on which everyone can write his or her own wishes for

peace in the new millennium. In the *Parc André-Citroën*, the biggest hot-air balloon in the world will take 30 passengers at a time up 500-1000 feet into the air from July through December 2000. In the courtyard of the *Palais-Royal*, a giant rotating book will feature visual displays about 500 authors from around the world, with a different display each day from December 31, 1999 to January 1, 2001.

We do not speak of Paris and *le désert français* since all across France festivities will continue throughout the year. Aix-en-Provence will present "Music of the Millennium" for an exceptional edition of the annual International Lyric Arts Festival in July, including operas, dance productions, and concerts of musical works from all over the world that have marked the 20th century. Avignon one of the nine European Cultural Capitals for the year 2000, will present a major exploration of "Beauty" in international contemporary art, architecture, design, cinema, fashion, and music at the *Palais des papes*, along with dozens of special millennium productions for the 54th annual summer Theater Arts Festival. Blois will turn itself into a city-wide showcase of "Wonder and Enchantment" dedicated to childhood and magic, with exhibits and entertainment in the magnificent Renaissance *Château de Blois*, at the House of Magic, and in tents and caravans all over town. During the festivities the city will unveil "The Children's Pavilion," by Jeff Wall and Dan Graham, a magical, mirrored "cave" that will be one of the largest public works of art ever constructed in France. Bordeaux will present a June-to-October exhibit on architecture in the 21st century, organized by the great Dutch architect Rem Koolhaas. In June, a spectacular audiovisual exhibition of wine growing landscapes around the world and their influence on architecture and civilization will be an invitation to visit Bordeaux' famous vineyards. Brest, the city of five ports, has designated 2000 as the "Year of the Sea." It will mark the advent of the third millennium with a gathering, from July 13 to 19, of more than 2000 of the world's most beautiful ships of the past and present. (This gathering will be attended by those who participate in the pre-convention excursion to Bretagne, see page 7) The opening of two new sections of Oceanopolis will take place at that time and will eventually make of Oceanopolis the largest aquarium and marine science center in the world.

Lyon will produce special millennium editions of its two renowned *Biennales*. The summertime Contemporary Art *Biennale* in the vast Tony Garnier Hall will focus on

works from the far-flung regions of the world. The Dance *Biennale*, in September, has chosen the theme of "the silk route" for productions by the world's most important choreographers and dance troupes. Nantes, birthplace of the visionary Jules Verne, will evoke the imaginary worlds of 20th-century artists in an exhibit at the *Musée des Beaux-Arts*, and the world of science fiction—in comic books, films and literature—and scientific exploration at the *Château des Ducs de Bretagne*. The *Pont du Gard*, the magnificent three-tiered Roman aqueduct between Uzès and Nîmes—nearly 2000 years old itself—will be spectacularly illuminated, accompanied by festivals and cultural celebrations in the 23 communities surrounding it. Toulouse, whose long aeronautical tradition includes legendary *Aéropostale* pilots Jean Mermoz and Antoine de Saint Exupéry as well as today's Airbus, Ariane, and *Aérospatiale*, will turn the telescope around and focus on Planet Earth as seen from space in a galaxy of exhibits in a new pavilion at the *Cité de l'Espace*. Not to be left out, the magnificent Versailles palace will offer an exceptional millennium version of the *Fêtes de Nuit*, the *château's* famed summer-night sound, light and waterworks displays.

AND AROUND THE WORLD

Martinique in the French West Indies will host the Great Caribbean Celebration in May, a music festival assembling the very best musicians, bands, steel drummers, and other entertainers from all over the Caribbean, while the Îles Marquises in French Polynesia will have celebrated the New Millennium's and this most special New Year's Eve with the largest gathering ever held of traditional Pacific Basin *pirogues* (dugout canoes) off the island of Nuku Hiva as part of the islands' Festival of Pacific Arts and Cultures. The Race of the Millennium, the first around-the-world sailing race of the Third Millennium departed on December 31, 2000 with some of the world's most experienced skippers piloting state-of-the-art boats designed, for the first time, with no technical restrictions. Special new equipment will allow each boat to broadcast television images worldwide in real time—a wonderful way to wish the world *Bon voyage* as it whirls toward 2001. For more information on Millennium Celebrations, call France On Call Hotline at (410) 286-8310 or visit [<http://www.francetourism.com>]. The official Web site for Millennium Celebrations is: [<http://www.celebration2000.gouv.fr>]. Many happy returns to all and see you in Paris next July!

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NOTES

¹MacNab, James P. "Bloc-notes culturel." *The French Review*, 73, 1 (1999), p. 14.

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LES MOINES ET LES MISSIONNAIRES OU «AIDE-TOI, LE CIEL T'AIDERA»¹

Il était une fois dans un pays lointain et doux une abbaye qui s'appelait l'Abbaye Fleur de lys. Une centaine de moines dévoués y menaient une vie simple et régulière, travaillant la terre, élevant des vaches, et priant le matin, l'après-midi et le soir. Ils ne chantaient ni riaient, par contre, car trop de gaieté, croyaient-ils, invitait à table le diable. Le lait des vaches de l'abbaye était d'une si bonne qualité que les gens de la région faisaient la queue pour en acheter.

C'était la seule abbaye du pays, et tout le monde en était ravi, les moines, le chanoine, le seigneur du village, et surtout les enfants joufflus qui buvaient du lait. Tout était au mieux dans la meilleure des abbayes possibles. La devise de l'Abbaye Fleur de lys était, «Aide-toi, le ciel t'aidera», qui signifiait «Le ciel nous aidera quoi que nous fassions».

Mais le monde, hélas, changea, et petit à petit, d'autres abbayes s'installèrent dans le pays, chacune avec ses propres règles et modes de vie. Dans une d'entre elles on faisait une liqueur qui s'appelait le saki et on parlait une langue orientale. Dans une autre c'était une boisson forte qui s'appelait la vodka et on parlait une langue slave. Et dans une autre encore, la plus grande de toutes, on parlait une langue qui ressemblait à celle de l'Abbaye Fleur de lys et on faisait de la sangria, une boisson douce très appréciée des gens du pays. On prétendait même qu'on y chantait et riait sans attirer aucunement l'attention du diable.

Le chanoine de l'Abbaye Fleur de lys était au bout de son chapelet, car il perdait rapidement ses moines. À peine une dizaine avait décidé de rester et les nouveaux étaient plus rares que des boules de neige en été. «Il est clair, se disait le chanoine, que le ciel ne nous aidera pas quoi que nous fassions».

Donc, il se retira dans sa cellule où il pensa et pria profondément. Finalement, il eut une idée: il fallait que l'Abbaye Fleur de lys devienne plus animée et ouverte, et pour que cela se produise, il fallait changer les règles de l'abbaye et trouver une nouvelle interprétation de la devise, «Aide-toi, le ciel t'aidera».

Le chanoine exigerait que ses moines deviennent missionnaires. Quatre fois par an ils quitteraient l'abbaye et leurs cellules tranquilles pour chercher des adhérents partout dans le pays. Et quatre fois par an ils quitteraient l'abbaye en groupe pour faire leurs prières ailleurs, en ville, au désert, à la montagne et à la mer. En plus, tout en gardant leurs vaches, ils commenceraient à faire des liqueurs de toutes sortes qui plairaient aux gens du pays. Et finalement,

les moines auraient le droit de chanter et de rire, sans exagérer, bien sûr.

La devise «Aide-toi, le ciel t'aidera», ne serait plus dès lors une devise passive; elle serait la devise active d'une abbaye animée et ouverte. «Si nous voulons que le ciel nous aide, disait le chanoine à ses moines, il faut d'abord que nous nous aidions nous-mêmes».

Son idée marcha à merveille. Après cinq ans d'activités missionnaires de toutes sortes, il y avait plus de cinq cents missionnaires dans l'abbaye, tous priant, chantant, riant, vendant du lait, et faisant des liqueurs. Tout était au mieux dans la meilleure des abbayes possibles et on croyait à nouveau en la devise, «Aide-toi, le ciel t'aidera».

Il y a aujourd'hui deux sortes de professeurs de français, les professeurs moines et les professeurs missionnaires. Les professeurs moines restent enfermés dans leurs écoles, préparant de petits examens, corrigeant des devoirs, maintenant la discipline. Ils font peu d'activités avec leurs étudiants, et ils refusent obstinément de quitter leurs écoles pour prendre des contacts utiles. Bien qu'ils constatent que le nombre de leurs étudiants diminue d'année en année, ils ne peuvent ou ne veulent pas remédier à la situation. Ces professeurs moines sont souvent tristes et frustrés, bien sûr, car ils se rendent compte qu'ils risquent de perdre leurs étudiants s'ils gardent leurs anciennes habitudes.

Les professeurs missionnaires, par contre, ont décidé de se battre contre la situation actuelle. Ils quittent volontiers leurs écoles pour chercher des contacts utiles et des activités supplémentaires pour leurs étudiants. Ils invitent des parents, des conseillers, des administrateurs, et des francophiles de la région à participer à leurs activités de classe. Ils organisent des clubs, des voyages à l'étranger, et des échanges. Ils célèbrent des fêtes françaises et préparent des pâtisseries délicieuses, qu'ils partagent astucieusement avec le proviseur ou le doyen. Ils se servent d'un nouveau vocabulaire qui consiste de mots tels que *communiqué de presse*, *publicité*, *promotion*, et *action politique*. Ils organisent des réunions avec d'autres profs de français de la région de tous les niveaux pour essayer de résoudre leurs problèmes communs. Ils participent aux réunions du comité de l'enseignement publique et à d'autres réunions politiques, souvent avec des collègues, pour exprimer leurs idées.

Finalement, les professeurs missionnaires deviennent membres de l'AATF et ils lisent attentivement son bulletin et visitent son site internet où ils

découvrent une mine d'idées et d'activités pour recruter et retenir leurs étudiants. Ils commandent des vidéos telles que *Le Français m'ouvre le monde* et *Forward with French*, et des dépliants tels que *Top Ten Reasons to Learn French* et *Why Learn French—the Reasons May Surprise You* pour montrer aux parents, aux conseillers, et aux administrateurs. Inutile de dire qu'ils se passionnent pour la Semaine du français, organisant des activités variées pour leurs étudiants et les francophiles de la région, souvent en collaboration avec d'autres profs et francophiles.

Bref, les professeurs missionnaires sont engagés à la fois en classe et en dehors de la classe, car ils se rendent compte que l'engagement est nécessaire dans la situation actuelle. Pour eux la devise «Aide-toi, le ciel t'aidera» est un appel à l'action.

«Je veux bien être professeur missionnaire, dites-vous. Je veux bien quitter mon école pour explorer d'autres possibilités, mais il est impossible d'être à la fois animateur, restaurateur, publicitaire, agent de voyages, politicien et spécialiste de français. Je n'ai pas l'énergie de Balzac. Je ne peux pas tout faire».

Et vous avez raison. Vous ne pouvez pas tout faire. Donc il faut choisir, et votre choix dépendra de votre situation. Il faut connaître les besoins et les intérêts de vos étudiants, de vos parents, de vos administrateurs, de vos politiciens, et choisir vos activités basées sur leurs besoins et leurs intérêts. S'ils veulent faire des voyages, vous allez en organiser; s'ils aiment faire la cuisine, vous allez les aider à la faire; s'ils voudraient fonder un club français, vous allez les encourager à en organiser un. Connaissez-vous un journaliste, un politicien, un restaurateur, un francophile dévoué? Pensez-vous qu'il puisse vous aider à faire avancer la cause du français? Invitez-le donc à participer aux activités de classe ou à vous aider à faire de la publicité. C'est à vous de choisir!

On est d'accord que les étudiants se passionnent pour les voyages, ou en France, ou au Québec, ou dans un autre pays francophone. Pourquoi? Parce que les voyages mettent de la chair sur l'os du français, et puis ils sont si agréables! Donc, si vous tenez à recruter et retenir des étudiants, il faut songer sérieusement à organiser des voyages.

Quelles que soient vos préférences, quels que soient vos choix, que vous soyez professeur moine ou professeur missionnaire, il faut continuer à cultiver et approfondir des rapports avec vos étudiants. Les liens personnels entre professeur et étudiant sont l'âme de l'enseignement, car

ils disent, «Je suis prêt à tout faire pour toi, pourvu que tu t'appliques à tes études». Les liens personnels sont aussi les meilleurs communiqués de presse et les meilleures annonces publicitaires pour votre cours de français.

Tout récemment un de nos étudiants dans le programme de commerce que je gère, un homme d'affaires de 40 ans, est venu dans mon bureau. Nous avons parlé de ses cours et de sa carrière puis, je ne sais pourquoi, nous avons abordé le sujet des voyages.

—J'ai fait un voyage en Italie quand j'étais plus jeune, s'est-il écrié avec enthousiasme. C'était le voyage le plus agréable et le plus intéressant de ma vie!

—Ah, oui?

—Oui, c'était dans le cours de Mme Wirt, notre professeur de latin.

Quand j'ai entendu l'expression, «professeur de latin», je suis devenu tout de suite très attentif et je me suis mis à écouter de toutes mes oreilles.

—Tous les ans, a-t-il poursuivi, elle emmenait ses étudiants en Italie pour deux semaines. Elle leur dévoilait tous les secrets et tous les mystères de Rome!

—Est-ce qu'elle était bon prof?

—Elle était sensationnelle! Tous les étudiants de l'école voulaient suivre son cours. Je me souviens que pour fêter les ides de mars nous nous habillions en toge et buvions du jus de raisin en faisant semblant que c'était du vin!

Quel discours passionné cet homme d'affaires (ou cet écolier) faisait sur sa chère Mme Wirt légendaire qui était devenue à ce moment-là si présente dans son esprit.

En partant, il m'a dit avec tendresse:

— Merci mille fois de tout, surtout de l'occasion de parler de Mme Wirt. Ça fait si longtemps que je n'ai pas songé à elle!

—Vous devriez lui écrire un petit mot, lui ai-je dit en lui serrant la main. Je suis sûr qu'elle aimerait entendre de vos nouvelles.

Je vous laisse le souvenir de Mme Wirt, un professeur missionnaire qui a quitté son abbaye avec ses étudiants pour visiter Rome et qui illustre bien la devise, «Aide-toi, le ciel t'aidera».

Raymond Comeau

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¹Discours prononcé à la réunion de l'AATF Tennessee au congrès de TFLTA (Tennessee Foreign Language Teachers Association), le 5 novembre 1999.

TESTEZ VOS CONNAISSANCES SUR PARIS!

Answers to the quiz are found on page 18.

1. Qui est la sainte patronne de Paris?
2. D'où vient le nom de Paris?
3. Par quel nom les Romains appelaient-ils Paris?
4. Où se trouve la plaque métallique au sol qui marque le point zéro des routes de France?
5. Quel ministre du 19^{ème} siècle était responsable des grands boulevards parisiens?
6. Quel roi s'est marié tout en restant sur le parvis de Notre-Dame tandis que la mariée était à l'intérieur? Pourquoi?
7. Pour quelle occasion la Tour Eiffel a-t-elle été érigée?
8. Où étaient exposés les tableaux impressionnistes avant d'être transférés au Musée d'Orsay?
9. À l'origine, à quoi servait le bâtiment qui est aujourd'hui devenu le Musée d'Orsay?
10. Quel est le plus ancien pont de Paris?
11. Qu'est-ce qui se trouve en-dessous de l'Arc de Triomphe?
12. De quel édifice est-ce que les Tuileries étaient les jardins?
13. Où siège le Sénat français?
14. Comment s'appelle la résidence du Président de la République?
15. Comment s'appelle la résidence du Premier Ministre?
16. Quel est le plus vieux monument à Paris?
17. Quelle était la première ligne de métro? En quelle année a-t-elle été ouverte?
18. Comment s'appelle la colline d'où s'élève la Basilique du Sacre-Cœur?
19. Dans quel édifice religieux sont enterrés la plupart des rois de France?
20. Quels monuments s'alignent en parfaite perspective d'un bout à l'autre des Champs-Élysées?
21. Qui a dessiné la Pyramide du Louvre?
22. Où se trouve la Sainte Chapelle et quel roi l'a fait construire?
23. Quelle est la partie la plus ancienne de Paris?
24. Quel café parisien Voltaire fréquentait-il?
25. Qui est enterré aux Invalides?

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NEH 1998 ANNUAL REPORT

NOW AVAILABLE

The National Endowment for the Humanities 1998 Annual Report is now available. It contains brief descriptions of Endowment programs as well as a complete listing of all Endowment grants, entered by the division and program in which they were funded, for fiscal year 1998 (October 1, 1997 through September 30, 1998).

You may view or download the report by visiting the NEH Web site at [http://www.neh.gov/]. If you would like a hard copy (free while supplies last), write or e-mail: NEH 1998 Annual Report, Room 401, 1100 Pennsylvania Avenue, NW, Washington, DC 20506; E-mail: [info@neh.gov].

THE FRENCH REVIEW

In order to address the current state of teaching and the future directions of our profession from kindergarten through university, the *French Review* will devote the May 2001 issue to pedagogy. Articles should be scholarly but not exceedingly specialized and might touch on subjects such as the teaching of language, literature, film, and society and culture. Authors should consult the "Guide for Authors" at the end of each issue of the *Review* for formal considerations. **THE DEADLINE FOR SUBMISSION** to the editor, Chris Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717, **WILL BE AUGUST 1, 2000.**

SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

- Surf the Web.
- Find French resource materials.
- Create your own Web page.
- Use Web materials in the classroom.

All in French!

<http://www.siu.edu/~aatf/self/begin.html>

AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order should accompany 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 4-6 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.

NEW! Any 5 FLES* Reports for \$40. Complete set of 10 Reports for \$75.

PROMOTION OF FRENCH

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

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

T-shirt: Le français m'ouvre le monde, navy 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)

NEW! *Why Learn French?* Highlights business and career reasons to study French; 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

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

French is More Than ...; \$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?* \$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 AATF; (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

T-shirt: Le français en Amérique du Nord, burgundy shirt, promoting Montreal. Please specify size (XL and XXL only). SPECIAL OFFER \$10.00; 2 for \$15.00. (while supplies last; only a few are left)

T-shirt: Le français au cœur de l'Amérique, royal blue shirt, promoting St. Louis. Please specify size (L, XL, XXL). \$10.00; 2 for \$15.00. (while supplies last; only a few are left)

AATF Certificate of Merit. Each 15 cents.

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

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

Color postcards, set of 20 (Provence, *Châteaux, Cathédrales*, Bretagne, 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/\$1.00.

L'Année en français: Un Calendrier perpétuel. 1994. A project of the AATF FLES* Commission. 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.

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

Swiss Kit. 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 (old version also available, 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 nylon with white handles. \$10.00 (while supplies last).

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

To obtain any of these materials send your check or school purchase order to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Prices valid through 6/30/00.

FRANÇAIS DES PROFESSIONS EN AMÉRIQUE DU NORD: S'UNIR

Longtemps considéré comme le parent pauvre de la Didactique du Français Langue Étrangère, le Français de Spécialités (ou le Français sur Objectifs Spécifiques, ou le Français des Professions, comme on voudra) apparaît de plus en plus comme un des vecteurs les plus dynamiques de l'enseignement de cette langue. Issu de la Pragmatique dans le courant de l'Approche Communicative, il s'est peu à peu imposé, au cours des vingt dernières années, comme un outil d'apprentissage d'autant plus efficace qu'il est en permanence en prise directe sur le réel. C'est non seulement ce qui, peut-être, le différencie le mieux de l'enseignement/apprentissage généraliste du français, mais c'est aussi sa raison d'être et la garantie de sa survie. Les départements universitaires ne s'y sont pas trompés en multipliant en leur sein, ces dernières années, les programmes de Français de Spécialités.

Les raisons de ce pragmatisme vital sont multiples.

Pragmatique incontournable...

Né dans les années 70, alors que la Didactique des Langues se tourne vers les principes de la Pragmatique de Pierce, de l'Analyse de Discours, de l'ouverture à la créativité, c'est-à-dire dans le flux de l'Approche Communicative, le Français de Spécialités s'est immédiatement manifesté en réponse à l'identification de besoins précis: la formation linguistique, au Québec, de guides de musée en langue française. Depuis les travaux du Conseil de l'Europe (*Un niveau-Seuil*, Strasbourg, 1976), ce principe de «l'objectif spécifique» s'est peu à peu diversifié à une multitude de besoins langagiers en attente chez les apprenants.

...en amont

Ceux-ci constituent un public de choix pour les professeurs de langues tout simplement parce qu'ils sont, avant même d'entrer dans la classe, **fortement motivés**. Un étudiant en Médecine, par exemple, qui a choisi d'apprendre le français n'a pas besoin d'être sollicité sans cesse. Son désir d'apprendre le Français de la Médecine répond directement à un enjeu professionnel, voire à un plan de carrière. Il sait très bien que l'objectif langagier qu'il a choisi est susceptible d'ajouter une corde non négligeable à son arc professionnel. Il en va de même pour l'apprenti-hôtelier, l'apprenti-homme d'affaires, l'apprenti-chercheur ou l'apprenti-diplomate. La démarche de l'apprenant en Français de Spécialités apparaît donc, en amont, comme une motivation elle-même éminemment pragmatique.

... en aval

Pour répondre à cette demande, l'enseignant de Français de Spécialités se doit de «parler le même langage» que ses apprenants. S'il n'est pas spécialiste de la spécialité dont il enseigne la langue—et comment pourrait-on l'exiger?—, il doit faire feu de tous bois pour constamment centrer sa méthodologie dans les limites tangibles de la spécialité concernée: recours permanent au concret, études de cas, simulations, visites de professionnels, échanges constants avec le monde du travail, stages en entreprises, etc. Là encore, l'impératif pragmatique est souverain.

Considéré à ses débuts au sein des Départements de Français avec une certaine condescendance, le Français de Spécialités a su peu à peu se constituer en «discipline». Paradoxalement les enseignants de Français **des** différentes spécialités, qui n'ont pas ou fort peu de rapport entre elles, font cependant le même métier. *A fortiori* dans des pays très différents, les mêmes acteurs sont mis en présence des mêmes phénomènes dans des contextes professionnels et culturels très disparates. Néanmoins ce travail d'adaptation permanente, de «Maître Jacques» du Français **des** Spécialités a fini par constituer comme **une culture commune d'apprentissage**.

Le Colloque International de San Diego

Ces réflexions nous ont amené, au BCLE de San Francisco, à projeter un **Colloque International des professeurs de Français de Spécialités**. Celui-ci, préparé en collaboration avec le Service Culturel de Mexico, s'est déroulé à San Diego State University (CA), les 29-31 octobre 1998. Organisé sur place par le CIBER (*Center for International Business Education and Research*), il a rassemblé plus de cent professeurs universitaires enseignant le Français de Spécialités, venus pour moitié des États-Unis et pour moitié du Mexique.

Ce colloque présentait un caractère original à plus d'un titre. Première rencontre de ce type autour de l'enseignement du Français de Spécialités, il a permis à des universitaires américains et mexicains d'échanger leurs expériences et de mettre leurs projets, leurs difficultés, leurs attentes en commun. Outre l'avantage indéniable—et inédit à ce jour en la matière—de l'échange culturel d'universitaires américains et mexicains, cette rencontre de trois jours a pu passer en revue les grands domaines des disciplines concernées: l'acquisition des savoir-faire en Français de Spécialités, les techniques

de Simulations professionnelles et le recours aux nouvelles technologies.

La Simulation globale s'est désormais imposée en tant qu'atout majeur dans les cursus d'apprentissage du Français Langue Étrangère pour des publics généralistes (Cf. *The French Review*, vol. 72, numéro 2, décembre 1998, pp. 320-329.) La puissante MLA (*Modern Language Association*) en fait même un pré-requis des enseignants potentiels à l'Université. En matière de Français de Spécialités, le principe de simulation professionnelle se révèle bien davantage encore comme un outil de choix pour la classe de langues: de par l'évidente motivation de participants qui ont choisi d'apprendre le français de leur future profession aussi bien que de par le caractère éminemment pragmatique de la réalité virtuelle qu'il suscite. Lors du Colloque de San Diego, pour la première fois également, quatre simulations, regroupant globalement l'étendue du champ didactique concerné, ont été expérimentées simultanément dans les domaines suivants:

L'Hôtellerie et le Tourisme (*L'Hôtel*, Pachtod, Hachette, 1996)

Le Français des Affaires (*L'Entreprise*, Bombardieri, Hachette, 1996)

Les Relations internationales (*La Conférence Internationale*, Cheval, Hachette, 1996)

La Science (*Urgences, un Laboratoire*, Charrière, inédit).

Les conférences plénières qui alternaient avec les ateliers de formation ont été de grande qualité. On citera celle de Mme Irène Finel-Honigman de l'Université Johns Hopkins, naguère Conseillère du Président Clinton pour les Affaires européennes, et de celle de M. Gœry Delacote, Directeur de l'Exploratorium de San Francisco.

Vers une association régionale

Ce colloque à vocation internationale a été salué par tous les participants qui ont dit leur souhait de voir l'expérience se renouveler. Le projet, à terme, pourrait voir son aboutissement dans une réédition du colloque sous une forme actualisée, à l'horizon 2000, qui engloberait, outre les Américains et les Mexicains, les professeurs canadiens. Une sorte d'ALÉNA du Français de Spécialités pourrait ainsi se constituer. On réfléchit déjà à un projet d'Association regroupant les enseignants concernés.

Les associations de professeurs sont toute puissantes en Amérique (du Nord comme du Sud). Depuis la création de l'ALÉNA le volume des échanges économiques entre les trois pays impliqués, États-Unis, Canada, Mexique, ont progressé

dans des proportions considérables. La tendance s'accroît encore à compter du 1^{er} janvier 2003, date à laquelle sera décrétée la liberté totale de circulation des biens et des personnes à l'intérieur de la zone.

Superposer à une structure politique déjà établie, l'ALÉNA, les contours d'une association de professeurs de Français des Professions ne pourrait que renforcer la position du Français dans l'espace nord-américain.

Enfin il n'est plus utopique de penser à la constitution d'associations de professeurs sur le modèle régionaliste. En 1990 on comptait moins de vingt-cinq pays engagés dans un regroupement régional. «Ils approchent aujourd'hui la centaine si l'on compte l'Union Européenne, l'ALÉNA, le Mercosur en Amérique latine, l'APEC en Asie, (*Le Monde*, 29 juin 1999). Nul doute que le commerce mondial en passera désormais par ce type de structure. On peut dès lors imaginer le potentiel d'échanges culturels, pédagogiques et de tous ordres que représenterait des associations de professeurs de Français des Professions dessinées sur le modèle des groupements politiques régionaux.

Patrick Charrière

Attaché de Coopération pour le Français
Ouest États-Unis

BCLE San Francisco

AATF PUBLICATIONS AVAILABLE

AATF COMMISSION ON CULTURAL COMPETENCE

Acquiring Cross-Cultural Competence: Four Stages for Students of French. Howard L. Nostrand, Allen W. Grundstrom, and Alan J. Singerman; 1995, 142 pp. Describes the essence of cultural differences and how to assess student performance in each learning stage. Available ONLY from National Textbook Co., 4255 W. Touhy Ave., Lincolnwood, IL 60646; order #EL1784-0, \$15.60 (special AATF price includes shipping, if prepaid).

AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

Vol. 1: Issues and Methods in French for Business and Economic Purposes, edited by Patricia W. Cummins, 1995, 172 pp., \$24.00. Contact AATF Headquarters regarding availability (while supplies last).

Vol. 2: Making Business French Work: Modes, Materials, Methodologies, edited by Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25.00 + \$3.00 postage and handling, ISBN 1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7732.

Prices are subject to change without notice.

STUDENTS PEDALED THE PYRÉNÉES ... AND BEYOND!



Last July and August, Webster University students increased their linguistic and cultural proficiency in French by following the official 1999 *Tour de France étapes des Pyrénées*. Using their legs to tap hidden strength while discovering what makes this international bike race so popular, why the southwestern region of France is one of its most spectacular and historically rich, they also learned more about themselves, others, and French culture than they could ever have imagined.

Led in this adventure of a lifetime by French teacher Brian Kennelly, the group followed the Atlantic coast from Bordeaux to Biarritz, crossed the mountains, then from Perpignan followed the Mediterranean coast to Montpellier... and ultimately cycled onward to Nîmes. In addition to the linguistic obstacles they encountered in this non-traditional study abroad experience, each day brought with it new challenges...or opportunities for growth. Whether weather-related (rain, sun, wind), mechanical (flat tires), physical (seemingly never-ending ascents), emotional (home sickness, changing group dynamics, getting lost), or unbelievable (return flight from Montpellier diverted without warning to Nîmes), these and other difficulties were taken in stride.

"Every day was some sort of a new challenge, but everything was kind of perfect the way it worked out" noted one student upon her return to a reporter of *The Journal*, Webster's student newspaper.

Equally positive about the experience, another participant sums up "Webster on Wheels" this way in the reflection paper she wrote upon her return to St. Louis: "I am so glad that I decided to take this trip. Even through all the bad times, I would not change any of them. In retrospect, they don't seem that bad anyway. When people ask me how the trip was, my response is always the same: 'Wonderful!' And it was. It was absolutely unforgettable and I am so thankful that everyone else went too [...] We were amazing and I am so proud of all of us and what we accomplished. Where I doubted myself in the beginning, I am all the more confident in myself now in everything that I try. I feel that if I crossed France with

just [my bike] and a few personal belongings, there is not one thing that I couldn't do. While that may not be entirely true, it is a nice thought that I am going to hold on to for a long, long time."

Future trips are being planned. For more information, contact [kennelly@webster.edu].

Brian Gordon Kennelly
Webster University
St. Louis, MO

SWISS KITS: OLD AND NEW VERSIONS AVAILABLE

Both versions of these kits, provided by the Swiss Embassy, contain general information on Switzerland, including geography, maps, history, economy, but are presented with different sets of materials.

The old version includes a large color poster with many scenes of Switzerland, maps of the country and city guides, a colorful brochure on the cheese industry, a pamphlet on the life and travels of Jean-Jacques Rousseau, literary excerpts of Swiss authors, an article on the youth of Switzerland, and a small book with information on geography, history, economy, and the political and cultural institutions of the country.

The new version, *La Suisse en vue*, has a more uniform format with four colorful dépliants on (1) *paysage et cadre de vie*, (2) *économie et activités scientifiques*, (3) *population et société*, and (4) *fédéralisme et plurilinguisme*. Many photos illustrate the text. Multiple copies of each section are included with a *Teacher's Manual*.

Both Swiss kits are offered to AATF members free of charge for the cost of postage: \$4.00 for the first copy, \$1.00 for each additional copy (while supplies last). Order one copy of the old and one of the new version for only \$5.00. If no indication is given, the new version will be sent.

AATF PEN PAL BUREAU

Are you looking for a student-to-student or class-to-class pen pal exchange with France? Contact the AATF Pen Pal Bureau. Individual names of French students are available for \$.75/name. Group correspondence is available for \$7.50/class. We will provide you with names, and your students initiate the correspondence. For more information and to obtain the necessary order forms, contact: *Bureau de correspondance scolaire*, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; FAX: (618) 453-5733.

MOTS CHASSÉS:

Exercices portant sur "La Vie des Mots," paru dans la *French Review*, Vol. 72, No. 6 (May 1999), pp. 1106-07.

I. Vrai ou Faux: cochez la case correspondante.

- | V | F | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. La fiscalité entre les pays européens devra être harmonisée. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Il n'y a aucune pénalisation si l'on paie l'impôt sur le revenu avec retard. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Ce 10 octobre 1999, l'Europe est entrée dans la planète Euro. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Le Dow Jones Euro Stoxx inclut les mêmes valeurs que celles du Dow Jones de Wall Street. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. La date limite du paiement de la taxe d'habitation est le 15 novembre. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Le mammoth est le symbole en France du Ministère de l'Agriculture. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Plus on a de charges de famille plus les impôts locaux sont élevés. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Le signe CRDP signifie: Centre Régional de Documentation Pédagogique. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Le Mouvement des professeurs dépend des caprices du Ministre de l'Éducation nationale. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Les enseignants des collèges sont nommés par une commission paritaire. |

II. Donner un titre à chacun des 6 paragraphes de cet article.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

III. Terminer les phrases suivantes.

1. Dès janvier 1999 toutes les pièces comptables seront _____.
2. En 2002 nous paierons en euros (chèques, cartes de crédit et en _____).
3. Si on ne veut pas payer les impôts une fois par an on peut _____.
4. Le 30 septembre correspond, dans le domaine des impôts, à _____.
5. Les organismes qui recouvrent la taxe d'habitation sont les _____.
6. Un T.I.P. doit être obligatoirement _____.
7. Pour remplacer les professeurs absents le ministère a créé _____.
8. Les éléments du calcul du barème de mutation d'un prof sont les suivants: _____.
9. Les lycéens sont dans la rue parce que _____.
10. Le Ministre de l'Éducation nationale voudrait que le mouvement des profs _____.

Le corrigé des Mots chassés se trouve à la page 20.

Colette Dio
Nancy, France

Used with permission of the American Association of Teachers of French, *National Bulletin*, Vol. 25, No. 2. (Nov. 1999). AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

This videographer needs your help!



Over the coming months, Bernard Petit will be doing short interviews with a number of highly visible American personalities from the worlds of entertainment, media, sport, government, and business.

Fame alone, however, will not determine which celebrity goes before the camera. Only prominent individuals who speak French or who appreciate Francophone cultures will be given the opportunity to shine *en français*.

The project: a promotional video for AATF members which will show how central the teaching of French has been and continues to be in the training of leaders in all walks of American life. Our new video will be called:

FRENCH CLIPS

What can you do to help? Contact the videographer immediately with ideas for potential interviewees, and especially with references which will enable him to reach influential people who might be willing to bring our cause to the nation's front stage.

Contact

Dr. Bernard Petit
4880-3 Lake Waterford Way
Melbourne, Florida 32901

phone: (321) 727-3660

fax: (321) 727-9954

e-mail: bernardpetit@earthlink.net

FRENCH CULTURAL SERVICES OFFERS SCHOLARSHIPS FOR STUDY IN FRANCE

The *Service de Coopération Universitaire, Linguistique et Éducative* of the French Embassy is offering scholarships to AATF members to study in France during the summer of 2000. The SPCD (*Stages Pédagogiques de Courte Durée*) were developed to permit American teachers of French to participate in *stages* of 2-3 weeks duration during the summer vacation (July - August). The proposed *stages* are held in regional centers around France and organized on several themes, including language training, business French, FLES, interdisciplinary French, and new technologies. All *stages* are designed to address the linguistic and methodological needs of participants.

Candidates must be teachers of French or teacher trainers, must be U.S. citizens or permanent residents, must not have received a French government scholarship during the last three years, and must submit a complete application to AATF National Headquarters. Preference will be given to AATF members in good standing since 1998. Applications must be received at AATF headquarters postmarked no later than **February 15, 2000**, and applicants will be informed of their status by March 31.

Scholarship recipients must agree to share the knowledge they acquire during the *stage* with their colleagues by presenting a session at a local, regional, or national conference or AATF chapter meeting. They also agree to complete a pedagogical project for the AATF Lending Library, an article for publication, or a written report of their experiences.

The application process will be the same as for the other AATF scholarships described on page 8 of this issue. Applicants should specify the particular theme of the *stage* they wish to participate in in their application statement. A separate application packet must be submitted for each scholarship request. The application form is available from AATF Chapter Presidents (see the most recent issue of the *French Review*, the 1999 Directory or the Chapter Officers' Page on the AATF Web site), from the AATF Web site [<http://aatf.utsa.edu/>], or from National Headquarters. Application forms may be photocopied. Applications should be submitted to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510 postmarked by **February 15, 2000**.

Information on other French government scholarship opportunities is available from the FCS Web site at [<http://www.info-france-usa.org/culture/>].

LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

Pour obtenir des informations sur le système éducatif français, l'accès aux universités, les stages linguistiques et pédagogiques en France, les bourses d'été de recyclage, vous pouvez vous adresser aux Services Culturels Français de votre circonscription.

ADRESSES CIRCOSCRPTIONS SERVICES CULTURELS DE L'AMBASSADE DE FRANCE/ NEW YORK

M. Charles BARRIÈRE, Attaché Culturel, chargé de la coopération linguistique, éducative, et universitaire
M. Eric SACHER, Attaché linguistique
 972 Fifth Avenue Connecticut, New
 New York, NY 10021 Jersey, New York
 Téléphone: (212) 439-1436
 Fax: (212) 439-1482

CONSULAT DE FRANCE/ATLANTA

Mme Cécile PEYRONNET, Attachée Culturelle
 Marquis Two Towers Suite 2800
 285 Peachtree Center Avenue
 Atlanta, GA 30303
 Téléphone: (404) 522-4226
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M. Olivier BOASSON, Attaché Culturel
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 Chicago, IL 60611 Michigan, Minnesota,
 Téléphone: (312) 664-3525 Missouri, Nebraska,
 Fax: (312) 664-9526 North Dakota, South
 Dakota, Wisconsin

CONSULAT DE FRANCE/LOS ANGELES

Mme Juliette SALZMANN, Attachée Culturelle
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 Téléphone: (310) 235-3280 Kern, Kings, Los
 Fax: (310) 477-0416 Angeles, Mono, Orange,
 Riverside, San Bernadino
 San Diego, San Luis
 Obispo, Santa Barbara,
 Ventura), Nevada
 (counties: Clark, Esmeralda,
 Lincoln, Mineral, Nye)

ADRESSES CIRCOSCRPTIONS CONSULAT DE FRANCE/HOUSTON

Mme Christine MOSSER, Attachée Culturelle et Scientifique
M. Sébastien LE GOER, Attaché linguistique
 777 Post Oak Boulevard, Suite 600 Oklahoma, Texas
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CONSULAT DE FRANCE/MIAMI

Mme Délia MATA-CIAMPOLI, Attachée Culturelle
 1 Biscayne Tower, Suite 1710 Florida
 2 South Biscayne Blvd.
 Miami, FL 33131
 Téléphone: (305) 372-1615
 Fax: (305) 577-1069

CONSULAT DE FRANCE/LA NOUVELLE ORLEANS

Mme Bernard MAIZERET, Consul Général, Attaché Culturel
Mme Elisabeth ROSEMBERG, Attachée Linguistique
M. Adam STEG, Attaché Audio-visuel
 Amoco Building, Suite 1710 Alabama, Arkansas,
 1340 Poydras Street Georgia, Louisiana,
 New Orleans, LA 70112 Mississippi, Tennessee
 Téléphone: (504) 523-5394
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CONSULAT DE FRANCE/SAN FRANCISCO

M. Emmanuel DELLOYE, Attaché Culturel
M. Patrick CHARIÈRE, Attaché Linguistique
M. Judicael TRACOUAT, Attaché Linguistique Adjoint
 540 Bush Street Alaska, California (all
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 Fax: (415) 397-0239 Montana, Nevada, (all
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 above), Oregon, Utah,
 Washington, Wyoming

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 Téléphone: (202) 944-6000 Pennsylvania, South
 Fax: (202) 944-6043 Carolina, Virginia, Wash-
 ington, D.C., W. Virginia

SO YOU CAN'T JOIN US IN PARIS? HERE ARE SOME ALTERNATIVES!

If you cannot join us in Paris in July for the AATF *Congrès*, consider applying for an AATF scholarship to French Canada or to Switzerland or to Belgium or to France. And if those alternatives are not for you, consider the following opportunities.

The Ringling School of Art and Design is sponsoring a two-week excursion to France from May 15-30, 2000. The excursion "Prehistoric Cave Art of the French Dordogne" includes four days in Paris, ten in the Dordogne, explorations of the culinary riches of the area, with visits to six caves, the Lascaux facsimile, a *foie gras* farm, a fruit brandy distillery, a truffle shipper, and several medieval villages including Cahors and Sarlat. The trip is limited to 20 people. Call (941) 955-8866 for details and a brochure or contact them by e-mail at [cpe@ringling.edu].

Another opportunity is the International Volunteer Program for American adults to work in France for six to eight weeks. This program was created by the *Société Française de Bienfaisance mutuelle* in 1991 with the help of the *Consulat français de San Francisco* and the Sister city Committee of Troyes. Characteristics of the program are as follow: (1) six to eight weeks of full-time volunteer work for a nonprofit organization in France such as the *Association des Paralysés de France*; (2) the placements are scattered all over France; (3) the volunteers have the opportunity to immerse themselves in the French way of life because no more than four individuals are placed within one organization. The fee is \$1500 including the round-trip airfare from either New York or San Francisco. The fee also includes lodging and three meals per day for six or eight weeks. Two years of college-level French or their equivalent are necessary. For more information, visit the Web site [<http://www.frenchfoundation.com>] or call Christelle Protin, Director of Programs, *Société française de Bienfaisance mutuelle* at (415) 477-3667 or send an e-mail to [crystal6@ix.netcom.com] to obtain a complete informational brochure or to ask questions. (The *Société française de Bienfaisance mutuelle* was established by the French community of San Francisco in 1851 as a nonprofit organization. It has no political or religious affiliation.)

Two other alternatives that we know of are to attend summer sessions at the following institutions of higher education.

The Monterey Institute of International Studies offers elementary, intermediate, and advanced language courses in French

for eight weeks beginning June 27 through August 23, 2000. Classes are small and instruction is supplemented with language assistants and activities for practice outside the classroom. For more information contact the Summer Session Office, Monterey Institute of International Studies, 425 Van Buren Street, Monterey, CA 93940. Telephone: (931) 647-4115; Fax (931) 647-3534; E-mail: [silp@miis.edu]; Web site: [silp@miis.edu].

The University of Cincinnati offers opportunities to pursue an MA or PhD program during summer sessions. Options include an MA in Civilization/Literature and an MA in French or Spanish. For those interested in the PhD program it is suggested to start the application process early. Tuition scholarships are available for all qualified applicants. Classes run from June 19 through August 4 or 14. For best consideration, apply by March 9. For additional information contact Professor James Hamilton, Department of Romance Languages and Literatures, University of Cincinnati, Cincinnati, OH 45221-0377. Telephone: (513) 556-1950; Fax: (513) 556-2577; E-mail: [James.Hamilton@UC.edu].

We will miss you in Paris, but these are opportunities to consider.

LE PRIX DE LA PAIX ET DE L'ENTENTE MONDIALE

When Joshua Carr, student of Pauline R. Nelson at Bethany College (WV), wrote an essay in early 1998 on the topic "*La paix mondiale ne saurait être sauvegardée sans des efforts créateurs à la mesure des dangers qui la menacent*" (Robert Schuman), little did he realize that he was a pioneer breaking new trails for others to follow. He simply hoped to show the French contest administrators that at least one young American was interested in world peace. (See the *National Bulletin*, November 1998, page 21.)

Since Joshua's initial and only entry from the United States in 1998, the number of entries has increased considerably. The jury was extremely pleased to read the messages of peace from many young Americans and has selected ten of these entries as American winners. To quote Dr. François Giraud "*le jury composé de sept personnalités a décelé dans les messages une volonté de projeter dans l'avenir du monde la générosité, la pureté, la créativité et l'espérance de la jeunesse.*"

The first four *lauréates* will be invited to France from Friday, July 14 to Monday, July 31, 2000 to participate in a program of visits, spectacles, workshops, and lectures along with the *lauréats* from other countries, all speaking French. Their visit will be provided by the Rotary Clubs of Europe. They must each pay their own airfare. The other six *lauréats* are invited to join the top winners, at their own expense of \$40 per day.

- 1st place: Allison Withers, Bristol, TN
- 2nd place: Rebecca Sendker, Sharon, MA
- 3rd place: Rebecca Husband, Oak Ridge, TN
- 4th place: Lola Pennington, Bellingham, WA
- 5th place: Dana Raidt, Excelsior, MN
- 6th place: Althea Hubbard, Bristol, TN
- 7th place: Will Smiley, Middleton, WI
- 8th place: Jamie Buchanan, Bellingham, WA
- 9th place: Farrah Sajan, West Palm Beach, FL
- 10th place: Jessie Barthelemy, Newark, NJ

Congratulations to these winners and to their French teachers whose names were not indicated.

The program in which they are invited to participate includes a three-day stay in Paris, then two weeks in the areas of Poitou-Charentes and Aquitaine where there will be numerous visits, spectacles, excursions, and communal life with the *lauréats* from 15 other countries. The stay will culminate in three days of a *Université internationale d'été pour la paix*.

The entries for the competition for the year 2000 are due prior to **March 15, 2000**. They are to be sent to Dr. François Giraud, Le Moulin de Vœuil, 16400 VCEUIL ET GIGET, FRANCE. Students aged 17-22 are asked to write in French an essay of 3-4 typewritten pages on one of the following topics (refer to the *National Bulletin*, November 1998, page 21 for details on the judging of the essays):

1. *La paix du cœur est le paradis des hommes (Platon)*
2. *Le seul moyen d'obliger les hommes à dire du bien de nous, c'est d'en faire. (Voltaire)*
3. *On ne saurait aboutir à la paix aux seuls moyens de traités. Celle-ci doit être édictée dans l'esprit de chacun des citoyens (Federico Mayor, D.G. de l'UNESCO).*

The year 2000 has been designated by the United Nations and by UNESCO as the year of peace.

CALENDAR OF EVENTS

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT) WITH ALABAMA ASSOCIATION OF FOREIGN LANGUAGE TEACHERS, February 24-26, 2000, Birmingham, AL. Information: Lynne McClendon, SCOLT Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [http://valdosta.edu/scolt/].

UNIVERSITY OF LOUISVILLE 20th CENTURY LITERATURE CONFERENCE, February 24-26, 2000, Louisville, KY. Information: Harriette Seiler. Telephone: (502) 852-6686; E-mail: [hmseiler@louisville.edu]; Web site: [http://www.louisville.edu/a-s/cml/xxconf].

CENTRAL STATES CONFERENCE: CSC AT SEA, March 10-13, 2000, Caribbean Cruise. Information: CSC, Diane Ging, Executive Director, P.O. Box 21531, Columbus, OH 43221-0531; Telephone: (614) 529-0109; Fax: (614) 529-0321; E-mail: [dging@iwayne.net].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, March 11-14, 2000, Vancouver (BC) Canada. Information: AAAL, P.O. Box 21686, Egan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, March 14-18, 2000, Vancouver (BC) Canada. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [tesol@tesol.edu]; URL: [http://www.tesol.com].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT), March 16-18, 2000, Salt Lake City, UT. Information: Audrey Cournia, SWCOLT Executive Director, 1348 Coachman Dr., Sparks, NV 89434-2650; Telephone: (702) 358-1605; E-mail: [acournia@compuserve.com].

OHIO FOREIGN LANGUAGE ASSOCIATION, March 23-25, 2000, Toledo, OH. Information: Ann Ralston, Telephone: (740) 385-6317.

THUNDERBIRD-EMU 2000 CONFERENCE: LANGUAGE, COMMUNICATION & GLOBAL MANAGEMENT, April 5-8, 2000, Scottsdale, AZ. Information: Petrea Kaldahl, Office of Academic Affairs, Thunderbird, 15249 N. 59th Avenue, Glendale, AZ 85306. Fax: (602) 547-1356; E-mail: [kaldahlp@t-bird.edu].

ARKANSAS FOREIGN LANGUAGE TEACHERS ASSOCIATION, April 6-8, 2000, Little Rock, AR. Information: Sharon

B. Rapp, Executive Secretary, Conway High School West, 2300 Prince Street, Conway, AR 72032-3749; FAX: (501) 450-4884; E-mail: [sbrapp@conwaycorp.com].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 13-16, 2000, Washington, DC. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [neconf@dickinson.edu]; URL: [http://www.dickinson.edu/~neconf/].

KENTUCKY FOREIGN LANGUAGE CONFERENCE, April 27-29, 2000, University of Kentucky, Lexington, KY. Information: See Web site: [http://www.uky.edu/ArtsSciences/KFLC/].

CONSEIL INTERNATIONAL D'ÉTUDES FRANCOPHONES, May 28-June 3, 2000, Sousse, Tunisia. Information: Professeur Éloïse Brière, Présidente CIEF, LL C/HU 237, SUNY-Albany, Albany, NY 12222. Telephone: (518) 442-4103; Fax: (518) 442-4111; E-mail: [eab13@cr.svax.albany.edu].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH with the FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS, July 17-20, 2000, Paris, France. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; URL: [http://aatf.utsa.edu/].

FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE LANGUES VIVANTES, July 22-26, 2000, Paris, France. Information: FIPLV, Université René Descartes Paris V, 45, rue des Saints Pères, 75006 PARIS; E-mail: [fipiv2000@citi2.fr].

FOREIGN LANGUAGE ASSOCIATION OF NORTH CAROLINA (FLANC), November 2-4, 2000, High Point, NC. Information: Debra S. Martin, FLANC Executive Director, P.O. Box 19153, Asheville, NC 28815; Telephone: (828) 686-4985; Fax: (828) 686-3600; E-mail: [martintl@interpath.com].

NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES, November 15-16, 2000, Boston. Information: Loretta Williams, Plano, TX 75094; Telephone: (972) 519-8196; Fax: (972) 519-8035; E-mail: [lwillia@pisd.edu].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 17-19, 2000, Boston, MA. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830;

Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

MODERN LANGUAGE ASSOCIATION OF AMERICA, December 27-30, 2000, Washington, DC. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS, February 24-27, 2001, St. Louis, MO. Information: AAAL, P.O. Box 21686, Egan, MN 55121-0686. Telephone: (612) 953-0805; FAX: (612) 431-8404; E-mail: [aaaloffice@aaal.org]; Web site: [http://www.aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, February 27-March 3, 2001, St. Louis, MO. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [tesol@tesol.com]; URL: [http://www.tesol.com].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, April 19-22, 2001, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; FAX: (717) 245-1976; E-mail: [necfl@dickinson.edu]; Web site: [http://www.dickinson.edu/necfl/].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 2001, Denver, CO. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; URL: [http://aatf.utsa.edu/].

NATIONAL ASSOCIATION OF DISTRICT SUPERVISORS OF FOREIGN LANGUAGES, November 14-15, 2001, Washington, DC. Information: Loretta Williams, Plano ISD, 150 Sunset, Plano, TX 75094. Telephone: (972) 519-8196; FAX: (972) 519-8035; E-mail: [lwillia@pisd.edu].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, November 16-18, 2001, Washington, DC. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Telephone: (914) 963-8830; Fax: (914) 963-1275; E-mail: [actflhq@aol.com]; Web site: [http://www.actfl.org].

MODERN LANGUAGE ASSOCIATION OF AMERICA, December 27-30, 2001, location to be announced. Information: MLA, 10 Astor Place, New York, NY 10003-6981; FAX: (212) 477-9863; E-mail: [convention@mla.org].

REMINDER: IMPORTANT DEADLINES AND DATES

February 15, 2000	Deadline for submitting Summer Scholarship applications (see pages 8 and 32 or AATF Web site)
March 1, 2000	Deadline for submitting Small Grant proposals to National Headquarters (see page 6) Deadline for submitting Outstanding Teacher nominations (see November issue or AATF Web site) Deadline for MLA James Russell Lowell Prize (see November issue) Deadline for NEH Summer Seminar & Institute Applications (see page 24)
March 2-10, 2000	<i>Grand Concours</i> , Level 01-5 (see page 5)
March 2-12, 2000	<i>Grand Concours</i> , FLES (see page 5)
March 15, 2000	Deadline for essays for the <i>Prix de la Paix Mondiale</i> (see page 34)
April 1, 2000	Early-bird Deadline for 2000 Convention Registration (see page 7, November issue, or AATF Web site) Deadline for MLA Prize for a First Book and Scaglione Translation Prize (see November issue)
April 15, 2000	Deadline for submissions to the <i>Grand Concours Mondial de Chansons</i> (see page 12)
April 30, 2000	Deadline for nominations for Executive Secretary of the <i>Société Honoraire de Français</i> (see page 16)
May 1, 2000	Deadline for MLA Scaglione Literary Prizes, Bibliography, Independent Scholar, and Mildenberger Prize (see November issue)
June 15, 2000	Pre-registration Deadline for 2000 Convention Registration (see page 7, November issue, or AATF Web site)
July 17-20, 2000	AATF <i>Congrès à Paris</i> (see page 7, November issue, or AATF Web site)
August 1, 2000	Deadline for submissions to <i>French Review</i> special issue on pedagogy (see page 27)

GET READY FOR PARIS START PLANNING NOW!

- **Air Travel:** TWA is offering special rates (see page 26).
- **Hotels:** Information on page 7; reservation form in September issue.
- **Registration:** See November issue for registration form.
- **Program:** Will appear in the April issue.
- As always, the latest information can be found on the AATF Web site [<http://aatf.utsa.edu/>].

Promotional Materials

Looking for materials to attract students, promote French, and enliven your classes?

Check out the

- AATF Materials Center (p. 28)
- French Promotional Kit (p. 21)
- New Promotional Flyer (p. 21)

We also have a number of Montreal & St. Louis T-shirts left. (see p. 28 for special offer)

Celebrate National French Week: La Semaine du Français Next Year



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