



**LETTRE DU PRÉSIDENT**



Jean-Pierre Piriou, Président

Chers collègues et amis

Toutes les rentrées sont faites et nous voyons déjà poindre la fin du premier semestre avec les fêtes de Thanksgiving—remarquez que je n'ai pas dit Merci-Donnant cette fois!—et les fêtes de fin d'année.

Nous avons terminé le bilan du congrès en Martinique, et d'après tous les échos que nous avons reçus, nous avons tout lieu de nous féliciter. Le congrès a été un grand succès et je forme les vœux les plus fervents que nous n'attendions pas vingt-quatre ans pour retourner sur cette île magnifique!

En plus des activités habituelles à cette époque: renouvellement des cotisations, préparation de la Semaine du Français, demandes de subventions à nos partenaires habituels, recherche de nouveaux partenariats, nous sommes en pleine préparation du congrès mondial d'Atlanta en juillet prochain. Jayne et moi revenons d'une semaine à Paris où nous avons rencontré nos partenaires de la FIPF et où nous avons eu une série de réunions pour essayer de rassembler les fonds nécessaires à la mise en place du programme que nous avons conçu. Il est d'ailleurs fort probable que nous devons retraverser l'Atlantique avant la fin décembre afin de consolider tout cela. Nous sommes également à la recherche de fonds privés venant d'entreprises qui voudraient s'associer à ce grand événement. Certains avaient exprimé des inquiétudes quant à la participation de

collègues étrangers, mais le fait que nous ayons eu plus de 500 demandes de session, atelier, communication, émanant de 70 pays, au premier octobre, devrait suffire à dissiper tous les doutes! De plus que nous avons repoussé la date limite jusqu'au 15 octobre et que les demandes ont continué à arriver. Nous travaillons aussi à rassurer les participants sur l'obtention de visas pour rentrer aux États-Unis. Nous sommes en train de mettre sur le site Web tous les renseignements et les délais nécessaires. à ce sujet, je vous recommande de consulter le site [www.2004atlanta.org] où vous trouverez une foule de renseignements importants et où vous pourrez voir l'affiche officielle du congrès qui a été réalisée par un artiste employé par l'ambassade de France à Washington et qui a été subventionnée par les services de Chantal Manès.

Nous préparons également une série de soirées culturelles francophones, et nous pouvons déjà annoncer que Zachary Richard a accepté de faire un spectacle pour une soirée d'ouverture cadienne. Nous prévoyons des spectacles culturels africains, québécois et belges, et français, avec une soirée qui sera réalisée par TV5.

Toutes ces activités ne nous font pas oublier les préoccupations habituelles de l'AATF et au lieu de travailler dix heures par jour, comme d'habitude, Jayne et son équipe se voient obligées de consacrer douze à quinze heures quotidiennes aux activités de notre organisation!

Tout ce qui se passe pourrait me faire oublier que j'arrive au terme de mon mandat de président. Mais il n'en est rien, et je sais très bien que ce message est le dernier que je vous adresserai comme président de l'AATF. Mais attention! Le lendemain de son dernier jour comme président, le président devient président honoraire, et pendant un an encore, il fait partie du conseil exécutif de l'AATF. De plus, vous savez bien qu'en France, quand on a été président, sénateur, ministre..., on le demeure à vie et on garde le titre jusqu'à son dernier souffle.

Mais puisque c'est la dernière fois que je m'adresse à toute l'AATF, même à ceux qui ne lisent jamais le *Bulletin national*, je ne saurais m'éclipser sans saisir

l'occasion de faire quelques observations. Tout d'abord, et je pense que cela ne sera une surprise pour personne, je tiens à dire que j'ai, (j'allais dire «jouï», mais je passe mon temps en classe à conseiller aux étudiants d'éviter ce verbe!) donc je dirais que j'ai beaucoup apprécié de servir l'AATF comme vice-président et comme président, et je remercie très sincèrement tous ceux qui m'ont permis de le faire et qui m'ont soutenu. J'ai eu la chance de travailler avec Jayne Abrate et beaucoup de nos interlocuteurs ont dit que nous formions un duo redoutable! Vous auriez dû nous voir la semaine dernière à Paris! Toute son équipe, April Walsh, April Cole et Rosalba Correa m'ont toujours procuré l'assistance dont j'avais besoin, et ceci toujours avec bonne humeur. Je suis très reconnaissant d'avoir pu représenter l'AATF dans beaucoup d'instances internationales et de lier des amitiés avec des collègues de nombreux pays. D'un autre point de vue, je suis aussi très fier d'avoir contribué à garder Delta Airlines solvant! Je ne peux pas non plus omettre de mentionner tous les partenaires de l'AATF avec qui j'ai eu le privilège de travailler. Bien qu'il me soit impossible de les mentionner tous ici,

**Inside this issue**

Fund for the Future .....	6
2004 Atlanta Convention .....	5
Interview with U.S. Secretary of Education .....	7-8
Summer Scholarships .....	9-10
Small Grants .....	10
<i>Études québécoises et actualité</i> .....	11-12
Outstanding Senior Award .....	13, 14
AATF Membership Drive .....	14
2004 FLES Poster Contest .....	15
<i>Mots chassés</i> .....	16
Regional Reports .....	17-18
Member Notes .....	18
<i>Salut les jeunes!</i> .....	19-20
Carrefour culturel .....	21
<i>Classroom Activity</i> .....	21-25
AATF Commissions .....	26
AATF Executive Council .....	27
Chapter News .....	29-32
2004 Outstanding Teacher Awards .....	33
Materials Center .....	38
2003 Outstanding Teachers .....	41

j'évoquerai seulement le Service culturel français, et surtout Chantal Manès avec qui nous collaborons maintenant depuis deux ans, pour affirmer que nous avons, en elle et en ses services, des partenaires privilégiés qui nous assistent de toutes les manières possibles et sans lesquels beaucoup de nos activités seraient réduites.

Je garde de nos congrès annuels des souvenirs impérissables, mais c'est sans aucun doute celui de Martinique qui restera le plus inoubliable. J'avais déjà assisté à celui de 1979, mon premier congrès AATF, et quand je suis devenu président, je me suis promis d'y ramener le congrès. Naturellement, tout ceci n'aurait pas été réalisable, si Jayne n'avait pas accepté le risque de devenir propriétaire de trois Boeing 737! Je pense que l'AATF se porte bien, mais je regrette de ne pas avoir réussi à faire monter plus le nombre d'adhérents. Quand on pense à ce que l'association pourrait faire avec seulement une augmentation de 25% de membres! Je pense aussi que ma contribution la plus importante aura été de consolider le rôle de l'AATF sur la scène internationale. Nous assumons maintenant la place qui nous revient au sein de la FIPF, et plus spécialement de sa Commission Amérique du nord dont nous faisons partie. J'ai participé deux fois aux Sédifrales, à Rio et à Lima, témoignant ainsi à nos collègues d'Amérique latine et d'Amérique centrale que nous ne voulions pas nous isoler mais bien faire partie des Amériques. C'est aussi pour cela que j'ai soutenu le Brésilien, Dário Pagel, dans sa quête de la présidence de la FIPF en 2000, et que j'ai lancé l'invitation d'Atlanta pour 2004.

Tous ces efforts dans le domaine international m'ont amené à décider de me présenter à la présidence de la FIPF, présidence que je disputerai en toute amitié au président Pagel qui a décidé de se représenter. Je remercie le Conseil exécutif d'avoir soutenu ma candidature, en même temps que je devenais président du comité organisateur de 2004 Atlanta. Que je devienne président de la FIPF ou non, l'AATF ne sera jamais loin de mes préoccupations, et en dépit de l'amour que je partage avec tous les autres Français pour les films de «cowboys», je n'ai nullement l'intention de monter sur mon cheval et de disparaître au coucher du soleil. Je me méfie d'ailleurs des chevaux depuis que j'ai vu, il y a longtemps à Paris, une représentation d'*Henri IV* de Shakespeare par des acteurs allemands qui parlaient français. Au moment de la fameuse réplique: «Mon royaume pour un cheval!», un titi parisien a crié: «Est-ce qu'un âne ferait l'affaire?». À cela l'acteur a répondu: «Vui, Mezieu, montez sur la

scène!»

Enfin, il est clair que je ne fais pas d'adieux ici, mais que ce n'est qu'un au revoir... oui, nous nous reverrons!



Jean-Pierre Piriou  
Président

### AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau. We publish a monthly job list of positions in French, primarily at the college/university level. Although the labor involved in coordinating a job list for K-12 positions prevents us from maintaining such a list, we do occasionally get calls from schools looking for K-12 teachers. Announcements for K-12 positions are sometimes posted on the *Babillard* on the AATF Web site [www.frenchteachers.org].

We also offer a dossier service which is available to teachers at all levels who want a secure place to maintain their complete placement file and personalized service.

The job list subscription is \$15 per year. Dossier service is also \$15 for 10 mailings (additional mailings are \$1.75 each). There is a \$5 charge for members living outside the U.S. AATF membership is required. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; telephone: (618) 453-5732; fax: (618) 453-5733; e-mail: [rosalba@siu.edu].

## AATF PUBLICATIONS AVAILABLE

### 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.

*Frost in France: An American Recycling Company Negotiates a Joint Venture in France*, Maureen Maguire Lewis, 2001, 80 pp., \$30.00 Instructor's Book, \$42.50 Complete Student Packet. Includes postage and handling. Contact SDSU CIBER Press [http://www-rohan.sdsu.edu/dept/ciber/frost.html].

### AATF COMMISSION ON CULTURAL COMPETENCE

*France at the Dawn of the Twenty-First Century: Trends and Transformations*, edited by Marie-Christine Koop, assisted by Rosalie Vermette, 2000, 300 pp., \$33.95 ISBN 1-883479-29-0. Contact Summa Publications, P.O. Box 660725, Birmingham, AL 35266-0725.

Prices are subject to change without notice.

Volume 29 Number 2

**AATF NATIONAL BULLETIN**

November 2003

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

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

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

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

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

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

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Nous sommes en pleine période de renouvellement des cotisations au bureau national, ce qui veut dire que le courrier arrive chaque jour par sac entier. Nous vous demandons, si vous ne l'avez pas encore fait, de renvoyer votre cotisation pour 2004 avant Noël pour nous permettre de mettre à jour notre base de données avant l'envoi du *National Bulletin* du mois de janvier. En réglant votre paiement, pensez à contribuer au *Fund for the Future*. Les contributions, grandes ou petites, nous aident à financer des projets pour lesquels nous n'aurions pas autrement les fonds nécessaires, des projets comme de nouveaux dépliants promotionnels, des bourses ou subventions, des prix spéciaux.

Nous espérons que vous avez tous passé une très bonne Semaine du Français. Beaucoup des 76 chapitres de l'AATF ont organisé des événements culturels dont les membres pouvaient profiter. Cette année marque la cinquième fois que nous avons fêté la Semaine du Français qui a maintenant fait ses preuves. Après les difficultés liées à la situation politique que nous avons connues au printemps dernier, il est plus que jamais important de montrer tout ce que le français signifie d'autre et ce que les élèves peuvent faire avec la langue française et peuvent dire sur les cultures française et francophones. Nous avons réalisé un sondage sur la participation et les activités de la Semaine du Français et nous sommes en train d'en analyser les résultats.

La saison des congrès régionaux et nationaux commence. Vous verrez le Président Jean-Pierre Piriou et moi à ACTFL à Philadelphie en novembre. Au printemps vous nous verrez également à SCOLT qui aura lieu à Mobile, AL. Vous verrez la nouvelle Présidente Margot Steinhart et moi au Northeast Conference à New York et au Central States Conference à Dearborn, MI. Profitez de ces occasions pour nous faire part de vos suggestions et commentaires sur les activités de l'AATF. À chacun de ces congrès, il y aura une session AATF où nous tenons à vous faire part des services et activités les plus importants de l'AATF.

Les préparatifs pour Atlanta avancent à toute allure (voir l'annonce à la page 5). En 2003 Jean-Pierre a fait de nombreux voyages à Paris pour les besoins du congrès 2004 ou pour d'autres motifs où il a profité de l'occasion pour assister à des réunions concernant le congrès. Je l'ai accompagné en janvier et en octobre dernier. Il est probable que nous serons obligés de revenir avant la fin de l'année afin de mettre à point

le budget et le financement du congrès. Nous voudrions aussi remercier les co-présidents du Comité thématique, Alain Braun, Président honoraire de la FIPF, et Christopher Pinet, Rédacteur en chef de la *French Review*, pour tout le travail qu'ils ont fait sur la structure et le contenu du programme. Nous vous invitons à consulter régulièrement le site Web du congrès à [www.2004atlanta.org] pour obtenir les renseignements les plus à jour sur le programme, l'inscription, l'hébergement et les activités culturelles.

L'hiver amène plusieurs dates importantes que j'aimerais vous signaler. Pour la deuxième année, l'AATF offre l'*Outstanding High School Senior in French Award*. L'annonce et le formulaire se trouvent aux pages 14 et 13, et nous vous invitons à soumettre le nom de votre meilleur élève dès le mois de janvier. Chaque élève reçoit un certificat et un communiqué de presse, et une lettre de félicitations est envoyée au directeur d'école pour le féliciter de son soutien du professeur et du programme qui ont formé un élève si exceptionnel. L'année dernière, nous avons nommé plus de 200 *Outstanding Seniors*. Nous avons eu le plaisir de recevoir de nombreux coups de téléphone de directeurs d'écoles qui voulaient plus de renseignements après avoir reçu notre lettre de félicitations ainsi que de nombreux journalistes qui avaient reçu le communiqué de presse qui accompagne le certificat. Il s'agit non seulement d'une jolie récompense pour un excellent élève mais aussi d'un véhicule de promotion pour le programme de français.

N'oubliez pas non plus *le Grand Concours*. En 2003 plus de 95.000 élèves ont participé au *Concours* et nous espérons bien dépasser les 100.000 cette année. Les professeurs qui inscrivent leurs élèves au *Concours* peuvent réaliser des économies en devenant membre de l'AATF, et le nombre de participants impressionne tous nos interlocuteurs internationaux. Cette année l'équipe qui a développé le *Concours 2004*, sous la direction de Geneviève Delfosse, a réalisé de nombreuses améliorations dans la forme et le contenu du *Concours*. Consultez le site Web de l'AATF à [www.frenchteachers.org] pour de plus amples renseignements.

Nous vous rappelons aussi que la date limite pour poser sa candidature aux bourses d'été 2004 est le 16 février. Vous verrez aux pages 6 et 9 les annonces qui indiquent la procédure à suivre et les exigences pour les candidats. Nous n'avons pas encore pu confirmer tous les

détails concernant les bourses, mais vous pouvez consulter régulièrement le site Web de l'AATF à [www.frenchteachers.org] où nous afficherons les renseignements au fur et à mesure que nous les recevrons.

Le 1<sup>er</sup> mars est la date limite pour demander les *AATF Small Grants* et pour nommer une personne pour l'*AATF Dorothy S. Ludwig Excellence in Teaching Awards*. Nous espérons que vous serez nombreux à faire une demande de subvention qui peut aller jusqu'à 500\$ pour un projet concernant la Semaine du Français, un événement promotionnel ou culturel, des activités ou documents pour la salle de classe, etc. Vous pouvez voir l'annonce et la liste des récipiendaires pour 2003 à la page 10. Grâce au soutien de l'ancien délégué régional pour l'état de New York Robert Ludwig, nous pouvons offrir aux meilleurs professeurs de l'année un soutien moral et financier qui comprend une année de cotisation gratuite pour l'AATF, un abonnement au *Français dans le monde* et un prix monétaire. Nous vous demandons, et surtout aux présidents des chapitres, de penser aux personnes que vous pourrez recommander pour ces prix.

Finalement nous vous demandons de parler de l'AATF à vos collègues qui ne sont pas encore membres. Nous travaillons depuis de nombreuses années maintenant afin d'augmenter les effectifs de l'association, mais le travail de recrutement de nouveaux membres est vraiment un travail de contact individuel. Nous croyons que les conseils et les outils que vous trouvez dans nos publications, le soutien de la Semaine du Français, les bourses, les *Small Grants*, le congrès annuel ainsi que de nombreux autres avantages offerts comme les abonnements à tarif réduit au *Français dans le monde* représentent une valeur incontournable pour les professeurs de français. Parlez-en à vos collègues. Profitez des ressources pour faire la promotion de votre programme afin d'éviter les mauvaises surprises en cette période de crise budgétaire. L'union fait la force.

Jayne Abrate  
Secrétaire générale  
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## Promotional Materials

Check out these materials to attract students, promote French, and enliven your classes?

- AATF Materials Center (p. 38)
- French Promotional Kit (p. 39)
- Promotional Flyers (p. 36)
- Other Promotional Items (pp. 34, 42)

# YEAR OF LANGUAGES

The American Council on the Teaching of Foreign Languages (ACTFL) and co-sponsoring organizations proclaim 2005 the **Year of Languages in the United States**. Its primary objectives are as follows:

- Leave no American behind in the opportunity to learn at least two languages.
- Every American citizen should have the opportunity to learn to communicate in at least two foreign languages in addition to the mother tongue.
- Promote a world where multilingualism and cultural understanding prevail.
- Help sponsor more than 50,000 foreign language related activities in the U.S. at both the local and the national levels.
- Celebrate the history and use of all languages in the U.S. including those languages indigenous to the country.
- Sponsor workshops, conferences, competitions, theatrical performances, language festivals, and other activities.
- Involve students, parents, schools at all levels of instruction, academic disciplines other than foreign languages, and leaders locally, statewide, and nationally.
- Involve language teachers, American historians, civics educators, U.S. and

world teachers, teachers of international and global education, Native American educators, TESOL teachers in the U.S., heritage language groups and educators, museums and museum educators, The United Nations, U.S. representatives to the United Nations, special ties to UNESCO and the European Union, educators in the Western Hemisphere, Ministries of Education in the Western Hemisphere, Foreign Embassies and Consulates in the U.S., U.S. embassies and consulates abroad, U.S. Department of State, U.S. Department of Education, the U. S. Congress, members of the Executive branch including the President, U.S. ethnic and immigrant groups and social clubs.

## MEMBERSHIP DRIVE

*The AATF is launching a three-year membership campaign! See the announcement on page 14 for information concerning the 3-for-1 offer for a year's free membership.*

# SWISS KITS 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 dépliantes 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: \$6.00 for the first copy, \$1.50 for each additional copy. Order one copy of the old and one of the new version for only \$7.50. If no indication is given, the new version will be sent. Contact National Headquarters for ordering information and for availability.

United States Postal Service  
**Statement of Ownership, Management, and Circulation**

1. Publication Title: **AATF NATIONAL BULLETIN**

2. Publication Number: **1 3 1 - 0 9 0**

3. Filing Date: **9-29-03**

4. Issue Frequency: **4 times a year (Sept, Nov, Jan, Apr)**

5. Number of Issues Published Annually: **4**

6. Annual Subscription Price: **\$45.00**

7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4):  
**American Association of Teachers of French, Mailcode 4510  
 Southern Illinois University, Carbondale, IL 62901-4510**

8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer):  
**American Association of Teachers of French, Mailcode 4510  
 Southern Illinois University, Carbondale, IL 62901-4510**

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank):  
 Publisher (Name and complete mailing address):  
**American Association of Teachers of French, Mailcode 4510  
 Southern Illinois University, Carbondale, IL 62901-4510**  
 Editor (Name and complete mailing address):  
**Jane Black Gosper, Apt. 34, 2324 Park Ave., Cincinnati, OH 45208**  
 Managing Editor (Name and complete mailing address):  
**n/a**

10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all individuals owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)  
 Full Name: **American Association of Teachers of French**  
 Complete Mailing Address: **Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510**

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box  None.  
 Full Name: \_\_\_\_\_  
 Complete Mailing Address: \_\_\_\_\_

12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one):  
 The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:  
 Has Not Changed During Preceding 12 Months  
 Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)

PS Form 3526, October 1999 (See Instructions on Reverse)

12. Publication Title: **AATF NATIONAL BULLETIN**

13. Issue Date for Circulation Data Below: **April 2003 (Vol. 28, no. 4)**

Extent and Nature of Circulation		Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies (Net press run)		41,300	9,500
b. Paid and/or Requested Circulation			
(1) Paid Outside-County (Not paid on Form 3541 (Include advertiser's proof and exchange copies))		9,421	8,677
(2) Paid In-County (Not paid on Form 3541 (Include advertiser's proof and exchange copies))		3	3
(3) Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid-DSP's (Not paid on Form 3541)		60	60
(4) Other Classes Mailed Through the USPS		547	623
c. Total Paid and/or Requested Circulation (Sum of 12b(1)-(4))		9,971	9,303
d. Free Distribution by Mail (Carriers or other means)			
(1) Outside-County as Mailed on Form 3541		00	00
(2) In-County as Mailed on Form 3541		00	00
(3) Other Classes Mailed Through the USPS		50	30
e. Free Distribution Outside the Mail (Carriers or other means)		75	23
f. Total Free Distribution (Sum of 12d(1)-(3) and 12e)		125	53
g. Total Distribution (Sum of 12c and 12f)		10,096	9,356
h. Copies not Distributed		279	142
i. Total (Sum of 12g and 12h)		10,375	9,500
j. Paid and/or Requested Circulation (12c divided by 12g times 100)		98,762	99,412

13. Publication of Statement of Ownership:  
 Publication required. Will be printed in the **September 2003** issue of this publication.  
 Publication not required.

14. Signature and Title of Owner, Publisher, Business Manager, or Director:  
**Jayne Abrate** Executive Director Date: **9-29-03**

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

PS Form 3526, October 1999 (Reverse)

# ANNUAL CONVENTION IN ATLANTA

The 77<sup>th</sup> Annual AATF Convention will be a unique event. For the third time, the AATF will join forces with the *Fédération internationale des professeurs de français* (FIPF) for a joint meeting. The first time was in New Orleans in 1975, the second in 2000 in Paris, and now we are hosting the event in 2004. For those of you who were at the Paris convention in 2000, you already know the quality of the program and the wonderful opportunities which arise for meeting colleagues from many other countries and with whom French is our common language.

The theme of the convention is "Le Français: défi de la diversité," which has been divided into sub-themes of "Diversité des politiques linguistiques," "Diversité didactique," and "Diversité des usages." Thus far, more than 650 proposals for sessions, papers, and workshops have been received from more than 80 countries. We expect 1200-1500 French teachers from more than 100 countries to attend the convention, and we hope that AATF members will attend in large numbers to welcome our foreign visitors.

The Co-Presidents of the Program Committee, Alain Braun (Belgium) and Christopher Pinet (U.S.), have composed an extended presentation and development of the convention theme which has appeared in several issues of the *French Review* and the *National Bulletin* as well as on the Web site at [www.2004atlanta.org]. The convention will receive financial and program support from many sources. Thus far, the French *Ministère des Affaires étrangères* and the French Embassy in Washington have confirmed their support. We are awaiting final confirmation from the governments of Quebec, Canada, and Belgium as well as other French ministries and international Francophone agencies. In addition, there will be corporate sponsors. We urge you to visit the convention Web site at [www.2004atlanta.org] regularly and to thank those who support this convention as sponsors and exhibitors.

The convention will open on Monday, July 19 at the Hilton Hotel in Atlanta. In the morning, there will be an opening session with local and Francophone dignitaries. The presence of President Abdou Diouf, *Secrétaire général de l'Organisation internationale de la Francophonie* and former president of Sénégal, and *Son Excellence* Jean-David Lévitte, French Ambassador to the U.S., has been confirmed. Following lunch, there will be a plenary address. Hélène Carrère-d'Encausse, member of the *Académie française* has confirmed her participation in this event. The day will conclude with an Exhibit Opening Reception.

Tuesday, Wednesday, and Thursday, July 20-22, will be devoted to the exploration of the three main convention sub-themes, "Diversité des politiques linguistiques," "Diversité didactique," and "Diversité des usages." Each day will open with a plenary conference on that day's theme, followed by four semi-plenary speakers further developing that theme. Following a break, there will be numerous break-out sessions until lunch. Each afternoon will begin with three round table discussions on the day's theme again followed by numerous break-out sessions. The plenary, semi-plenary, and round-table speakers will include representatives from all the areas represented by the FIPF, including North America, Latin America and the Caribbean, Western Europe, Eastern Europe, Africa and the Indian Ocean, the Arab World, Asia and the Pacific, and French as a Native Language as well as representatives from the U.S.

Each day will conclude with a celebration of Francophone culture, including an evening organized by TV5. The first evening cultural activity will be devoted to *la culture québécoise*. Zachary Richard has agreed to perform a concert to kick off the meeting. The other evenings' activities have yet to be confirmed but may include a *soirée africaine* and a *soirée québécoise*. The final day will be devoted to summarizing, both formally and informally, the convention's themes and activities. In addition to a closing thematic debate, there will be a round table of Francophone authors and the closing ceremonies. The convention will conclude with a *Soirée rock* where attendees can take advantage of one last opportunity to socialize to the music of a DJ.

Alongside the regular program sessions will be ongoing exhibits where we expect 70-80 exhibiting companies from the U.S., France, and Canada. A *cybercafé* will be available for attendees to check their e-mail, as well as a *cyberlab* with ongoing technology sessions, and a *cyberespace* with ongoing demonstrations of software and Web sites. We are planning a *café-concert* in the exhibit hall where Francophone performers will appear along with authors reading from their works.

The AATF Delegate Assembly will be held on Tuesday, July 20, followed by an Awards Luncheon on Wednesday, July 21. The FIPF will hold its Delegate Assembly on Friday where a new president will be elected to a four-year term.

Nowhere else will American teachers of French be able to hear and interact with representatives, scholars, and teachers from so many different areas of the world. The use of French as a *lingua franca* at this

meeting will allow for frank and open exchanges that would not be possible in other languages. Despite the problems that U.S. teachers face in recruiting students and promoting and retaining programs, international exchanges like this demonstrate clearly our privileged position. We have much to learn from our colleagues in other nations that can be applied to our own teaching and promotional activities. We also have much to share that can be of help to our colleagues all over the world.

The AATF committees responsible for the organization of this convention would like already to offer their thanks to several individuals who have been instrumental in preparing the meeting thus far. These include Chantal Manès, *Attachée culturelle chargée de la politique universitaire, linguistique et éducative* at the French Embassy in Washington, Cécile Peyronnet, *Attachée culturelle* at the French consulate in Atlanta, and Michel Girardin of the FIAP Jean Monnet in Paris and AATF Honorary Member, as well as numerous other individuals whose names you will hear as the convention draws closer.

Information on hotel and registration will appear on the convention Web site at [www.2004atlanta.org] as soon as it becomes available and will be printed in the January issue of the *National Bulletin*. The Early Bird registration deadline will be March 1, 2004. *Venez nombreux!*

President of the Organizing Committee:  
Jean-Pierre Piriou, AATF President

President of the Local Committee: Jayne Abrate, Executive Director of the AATF

Co-Presidents of the Program Committee: Alain Braun, Past-President of the FIPF and Christopher Pinet, Editor in Chief of the *French Review*

## 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; e-mail: [akwalsh@siu.edu].

## UPDATE: AATF FUND FOR THE FUTURE

The AATF would like to acknowledge the generous contributions of members who have donated to the Fund for the Future during the 2002 membership year. Created in 1992 to support projects of immediate importance, the Fund accepts contributions of all amounts. The following individuals contributed during the period September 15, 2002 to September 15, 2003

**PLATINUM SPONSORS** who have named the AATF as a beneficiary in their will for \$10,000: Geraldine O'Neill (NY), Jo Ellen Sandborg (IL) .

**GOLD SPONSORS** who have named the AATF as a beneficiary in their will for \$5000: Gladys Lipton (MD).

There have been no new contributions at the **BENEFACTOR** (\$1000 or more) level.

**SPONSOR** (\$500-\$999): There have been no contributors at this level.

**PATRONS** (\$100-\$499): Jayne Abrate (IL), Helen Cummings (MA), Mary Jo Netherton (KY), Christopher Pinet (MT).

**SUSTAINING MEMBERS** (\$50-\$99): Joanna Crane (AL), Jacqueline Elliott (TN), Anne Slack (NY), Liliane Vassberg (TX).

We have also welcomed a number of smaller contributions between \$10 and \$49 from the following individuals: Esther Aligbe (GA), Sue Allen (WI), Kristine Aurbakken (NJ), Maureen Aylward (NJ), Agnes Beaudry (IN), Patricia Biberstein (IN), Richard Biermann (CA), Diana Blake (MI), Jacqueline Bonaguide (CT), Marjorie Bosco (NJ), Karl Bottke (FL), Nancy Burns (NY), Jean Cantave (NJ), Ingrid Chaffee (GA), Carrol Coates (NY), Jenann Connolly (MI), Myrna Delson-Karan (NY), Lucienne Desimplaire (CO), Muriel Dominguez (VA), Patricia Duggar (TN), Neil Duprey (NC), Mary Ellen Eckhert (CA), Elisabeth Eek (VA), Kenneth Fleurant (WI), Jane Anne Gard (IL), Janice Gerton (NY), Jimmie Gibson (WI), Marilyn Gregorson (TX), Stirling Haig (NC), Robert Haine (CA), Lee Hilliker (FL), Marie-Laure Hollander (NJ), Patricia Hunt (WA), John Janc (MN), Carolyn Johnson (MN), Esta Kallen (IL), Françoise Kantor (MD), Susan Kaplan (NY), Charlotte Kelsey (IL), Marie Anne Kergaravat (MA), Rebecca King (KY), Valerie Koivunen (AK), Odile Kory (NY), Carole Kruger (NC), Christine Lac (MN), Robert Lafayette (LA), Anna Lambros (GA), Sally Lawall (MA), Micheline LeGall (CA), Eveline Leisner (CA), Ginette Levin (NY), Pamela Lezotte (NE), Sandra Liebowitz (DC), Joseph Marthan (NJ), Mary Jean McHugh (IL), James McNab (NC), Kenny Montgomery (TX), Jean Nicholas (MI), Buford Norman (SC), Thomas Potter (MA), Claire Quintal (MA), John Rassias (VT), Alan Rattner (France), Mary Ruth Reis (MD), Brigitte Roussel (KS), Mary Rowan (NY), Anne Rusmisell (VA), Martha Schillerstrom

(IL), Georgette Schmidt (NY), Ann Shuttleworth (NY), Maryann Stagen (NJ), Regina Sternlicht (MA), Ann Sunderland (MO), Miriam Thiele (WA), Sara Trelaun (CA), Peg Trotzke (MI), Maureen Wesolowski (CA), Patricia Westphal (IA), Sharon Wirz (NJ), Mary Lou Wolsey (MN), Wendy Zalegowski (CT)

In addition, many members rounded out their dues checks and sent in contributions of from \$1 to \$9. We would like to take this opportunity to thank each and every member who contributed to the Fund for the Future. Every dollar counts, and the funds collected this year went to the promotion of National French Week. We urge you to consider a donation to the AATF Fund for the Future as you return your dues payments for the year 2004.

## 2004 SUMMER PROGRAM IN BELGIUM

La Communauté Française Wallonie-Bruxelles Belgique offre deux bourses d'été à des membres de l'AATF pour participer à un stage de perfectionnement en langue française à l'Université de Liège, Belgique [www.ulg.ac.be/islvfr]. Droits d'inscription (tuition), logement, assurance maladie et repas sont couverts par la bourse.

Paying teachers and students are welcome: First come, first served! Cost: approximately 1175 euros (tuition, lodging, excursions, meals).

### Description du programme:

Dates: du 5 au 23 juillet 2004 (3 semaines)

Logement: résidence universitaire située au centre de la ville de Liège à trois minutes de l'université; chambre individuelle avec salle de bains et cuisine à partager. La chambre est réservée dès le 4 juillet et jusqu'au 24 juillet midi.

Cours: 45h de cours de langue orale et écrite ainsi que 15h de modules au choix (culture francophone de Belgique, renforcement de conversation, laboratoire)

3 ou 6 crédits peuvent être obtenus selon les universités américaines. Délivrance d'un certificat avec mention du niveau des cours suivis et des notes obtenues à l'évaluation finale.

Week-ends: libres—maintien du logement

For more information and application, please contact your local AATF chapter or see the January issue of the *National Bulletin*.

Éliane De Pues-Levaque, Représentante permanent, Bureau Wallonie-Bruxelles en Louisiane, [walbrula@aol.com]

For paying students: Mme Laurence Wery, Université de Liège, [laurence.wery@ulg.ac.be]

## L'ÉNIGME CRIMINELLE: CONCOURS INTERNATIONAL D'ÉCRITURE POUR ADOLESCENTS

Le 4 octobre, l'Atelier de Lecture a officiellement lancé la 10<sup>e</sup> édition de son Concours international d'écriture pour adolescents dans le cadre de "l'Année Simenon 2003." Le thème retenu est "L'énigme criminelle."

Plusieurs nouveautés vous attendent pour cette édition; citons-en quatre:

- La fiche pédagogique a été supervisée par M. Lits (Université catholique de Louvain) et J.-L. Dumortier (Université de Liège).
- La grille d'évaluation est disponible sur le site du concours et est supervisée par J.-L. Dufays (Université catholique de Louvain) et A. Leturcq (CAF).
- Plus d'interactivité! Les membres du jury pourront nous faire parvenir des commentaires pour des textes qu'ils auront particulièrement appréciés. Nous les transmettrons nous-mêmes aux jeunes auteurs puisque nous garantissons leur anonymat.
- Nous entraînerons davantage de jeunes moins favorisés (enseignement pour handicapés, institutions pour jeunes en difficulté) dans notre projet en créant des actions spécifiques.

Sur le site Internet (www.restode.cfwb.be/francais, cliquez sur "concours d'écriture" puis "ressources"), nous mettons à votre disposition des dossiers, séquences et documents spécialement créés à votre intention pour inciter nos jeunes à lire et écrire une énigme criminelle et le récit policier en général.

Les lauréats se partageront plus de 7000 euros de prix: appareils photo numériques, téléphones portables, Encarta, Universalis, Cédérom, DVD, livres, BD, abonnements aux magazines de Bayard Jeunesse (Okapi, Je Bouquine)...

Les éditions Labor et la Promotion des Lettres belges récompensent également le travail d'encadrement de deux enseignants.

L'an dernier, plus de 5000 jeunes de 29 pays ont écrit une nouvelle fantastique, tandis que 3500 autres (belges, français, marocains...) ont lu et évalué les textes.

Votre classe est francophone et intéressée par cette activité hors du commun? Vous pouvez télécharger le dépliant de notre concours sur le site [www.restode.cfwb.be/francais] (cliquez sur "concours d'écriture" puis "téléchargement"). Au format PDF, ce dépliant reprend la description du concours, le règlement, le bulletin de participation en trois pages.

## INTERVIEW WITH U.S. SECRETARY OF EDUCATION ROD PAIGE

The following interview was conducted by Marty Abbott, President of ACTFL.

**M.A.:** Secretary Paige, on behalf of the 8,000 language educators who are members of ACTFL, I want to thank you for your remarks made during the third celebration of International Education Week last November. We are heartened by your support for language instruction for America's students and for bringing an international focus to the curriculum. We would like to ask you some more specific questions regarding the initiatives you announced. In the No Child Left Behind (NCLB) law, foreign languages is listed as a core subject. What role do you see language instruction playing as we implement this powerful legislation?

**R.P.:** First, let me congratulate you, Marty, on your new role as President of the American Council on the Teaching of Foreign Languages, and thank you for the opportunity to communicate with the 8,000 language educators who are members of ACTFL.

While English competency should always be the priority and should be a language of instruction for all students from the beginning of school, foreign languages can and should be integrated into the curriculum from the earliest grades possible, for as many students as possible from all backgrounds. Research shows that learning a second (or a third and a fourth) language develops a person's analytical abilities more effectively than learning a single language. We also know that learning a second language increases one's understanding of one's native language. To the extent that foreign language learning improves a student's cognitive and academic performance, it goes hand in glove with the No Child Left Behind goal of ensuring high student outcomes for all children.

The ability to speak more than one language also contributes significantly to mutual understanding among nations, global competitiveness, and national security, as well as academic development and personal fulfillment. Foreign language instruction should be part of every student's academic experience, certainly beginning in secondary school, and preferably beginning in elementary school. At a minimum, children should be exposed to foreign languages; however, programs that lead to communicative and academic competency

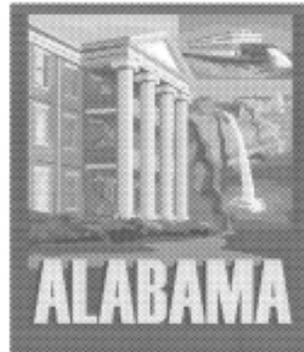
upon graduation from high school are the most desirable. And, to the greatest extent possible, foreign language should not be seen as an "add-on" but rather, foreign languages should be integrated into the curriculum.

You might be interested to know that I am currently a student of the Spanish language. Upon a recent visit to Mexico, I developed a greater appreciation for complete immersion

NCLB on its own. The law was the product of bipartisan support and input from educators at all levels from around the country. Likewise, its implementation requires the participation of parents, teachers, principals, school districts, state departments of education, and NGOs. For foreign language in particular, ACTFL, as the largest organization representing foreign language teachers nationwide, can contribute by (a) communicating to its members the position of the Department vis-à-vis foreign language and high standards for student performance; (b) providing important input to the Department, states, and districts regarding best practices and how to effectively integrate foreign languages into the curriculum in a manner that complements NCLB's goals; (c) working with the Department and the rest of the education community to identify high-quality research that measures the impact of foreign language learning in cognitive and academic performance; (d) assisting the Department to ascertain the current state of foreign language policy and practice nationwide; (e) providing input to the Department regarding models for assessing foreign language competency at the K-12 level; (f) working with the Department to promote the importance of international education skills for all U.S. citizens; and (g) encouraging classroom-to-classroom linkages, both within the U.S. and with schools abroad, to promote foreign language learning and cultural understanding. These linkages should also include American teachers consulting online with foreign colleagues about their experiences in language teaching.

**M.A.:** What role do you see for colleges and universities in establishing partnerships with K-12 programs?

**R.P.:** I would like to see increased coordination between the K-12 and university sectors. This kind of coordination should, of course, mean greater collaboration between K-12 schools and schools of education where there is sharing and dissemination of best practices and materials, effective teacher training, facilitating of virtual exchanges, and so on. Increased coordination should also include collaboration between K-12 schools and other faculties as well. In addition, the university sector should more clearly communicate its needs to the K-12 sector since, in a manner of speaking, the university sector is the "consumer" of



### 2004 SCOLT/AAFLT Conference

Southern Conference on Language Teaching  
and the  
Alabama Association of Foreign Language Teachers  
Mobile, AL  
Adam's Mark Hotel  
March 18-20, 2004

SCOLT Website: [www.valdosta.edu/scolt](http://www.valdosta.edu/scolt)

Theme: *Assessment Practices in Foreign Language Education*

Contact: Lynne McClendon,  
SCOLT Executive Director  
[lynnemcc@mindspring.com](mailto:lynnemcc@mindspring.com)



in the language one is learning. It is clear that when students are surrounded by the target language, it makes learning so much more effective.

**M.A.:** One of your directives was that we as Americans provide leadership on education issues in international forums and settings. How do you see ACTFL taking a role in this leadership?

**R.P.:** ACTFL, as well as other education-related nongovernmental organizations (NGOs), has a vital role to play in the implementation of NCLB. The Federal Government cannot and should not implement

the K-12 “product.” Universities and K-12 could also work with one another to better articulate foreign language program streams, as well as foreign language requirements. Universities could send speakers to K-12 schools to impress upon students the importance of foreign language learning and other international skills. Furthermore, universities with significant expertise in foreign language and area studies could identify faculty to mentor and/or serve as resources for K-12 teachers.

**M.A.:** We are very interested in your initiative to recognize a teacher “whose outstanding work has helped our young people understand world issues and other countries, cultures, and languages.” How might ACTFL support your department’s work in this area?

**R.P.:** I appreciate your asking this question. I believe that teachers have one of the most difficult and important jobs in society so we should recognize their outstanding achievements whenever we can. I hope that, in addition to the Department’s recognizing outstanding achievement in teaching, each community or even each school will acknowledge the great work of their teachers. As for this particular recognition, the staff in the Under Secretary’s office is now at work to implement an effective way to identify this teacher. I appreciate your offer of support and perhaps, once we have a procedure in place, we can call on your association for assistance

**M.A.:** Finally, ACTFL is sponsoring a project that will proclaim 2005 as the Year of Languages in the United States. It is modeled after the highly successful European Union 2001 Year of Languages. How might the U.S. Department of Education collaborate with ACTFL in this endeavor?

**R.P.:** This certainly sounds like a worthy endeavor and perhaps the Department could participate as an official cosponsor of this project. I would like to ask you to work with the Office of the Under Secretary and the International Affairs staff there to see how the Department can join you in your efforts. **M.A.:** Mr. Secretary, I thank you for taking the time to answer my questions. I know that our members join me in thanking you again or your efforts to bring a world-class education to all our children and young adult learners.

**R.P.:** Thank you so much, Marty, for all that you and the members of ACTFL do to help broaden the world of our students. I wish you much success in your future endeavors.

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## THE CANADIANS ARE COMING

The most efficient and fun way to learn a language is to live where it is spoken. If this is not possible, then bring the language to the homes and lives of students. In the spring of 2002, that is what we did at Westchester Academy in Houston, TX. From the numerous possible pen pals the AATF sent, we selected *Académie les Estacades*, near Trois Rivières, Québec.

Because parents are justifiably apprehensive about contact on-line with people, preliminary contact between teachers is imperative. Everyone was more comfortable that the mails were genuine when they understood the names came from AATF contacts; Mr. Douville and I exchanged e-mails on numerous occasions before student contact; and the Canadian school had a Web site.

Westchester students corresponded with the Canadians throughout the spring, some with more regularity than others. Most were diligent with dictionaries and constant requests of “How do I write ... in French?” When they got answers from Canada, students were thrilled and proudly read their e-mails to everyone. Some even continued the e-mails over the summer, and they all seemed to enjoy the assignment.

In the fall Mr. Douville and I settled on dates, and then he had his forty students fill out an extensive questionnaire detailing personal preferences and pastimes. Several French and Spanish National Honor Society students worked tirelessly to find homes for everyone including the four teacher chaperones. This student assistance was also great publicity for our program. Word spread, and the exchange quickly became “an event.” Even students not enrolled in foreign languages were volunteering their help and hospitality.

The next task was to make a good first impression. The upper level Westchester students planned the reception carefully. With virtually no budget, students transformed our cafeteria into a spectacular area with giant paper replicas of hot air balloons, one designed like the Canadian flag and the other the flag of Quebec. Each table had red, white, and blue balloons as centerpieces with matching butcher paper for tablecloths.

Host parents generously volunteered to prepare a typical Texas barbecue for the welcome dinner. The decorations and warm hospitality were examples of collaborative learning and community involvement at its best.

After the Monday-morning orientation, Canadian students attended classes with their hosts. Everyone was in an area with teacher supervision. My students scheduled sightseeing during our statewide tests. Ca-

nadians toured downtown, the baseball stadium, Rice University, and the livestock show. So our guests would not have all the fun, there were also joint weekend activities for everyone.

The students wanted our visitors to see what an international city we have, so they arranged for two Canadian executives working in Houston give their perspectives: the Director of Bank of Montreal from Toronto and a Québécois from Air Liquide. Canada now seems much closer, not merely a distant place on the map.

The final night of the visit, there was another typical American dinner—hot-dogs. Again, parents generously provided food, and students ordered pecan fudge shaped like a map of Texas to give as their last Texas souvenir. The next morning at 5:00 a.m. in the school parking lot there was plenty of crying as “our” Canadians left for the airport.

All Westchester students who hosted a Canadian kept a journal that included copies of e-mails, a description of their guests, daily activities, new vocabulary, and an evaluation of the program. Advanced students wrote in French. Beginning students worked with their Canadian guests to put as much as possible in French. These portfolios are a strong testament to the energy, enthusiasm, and learning that occurred.

Students are already talking about our reciprocal trip to Canada next spring. For our school, and hopefully for the Canadians, the visit was a success, and benefits were enormous. Not only did students improve language skills, they developed an admiration and understanding of our northern neighbors. With only a gentle push in the right direction, they skillfully arranged and participated in activities that will always be some of their fondest high school memories.

Janet L. Smith  
Vice-President  
Houston AATF Chapter

## ATLANTA IN 2004!

Attend the AATF convention as we again join forces with the *Fédération internationale des professeurs de français*.

French teachers from over 120 countries coming together.

## Application deadline: Monday, February 16, 2004

### Université de Montréal

We are awaiting confirmation of a summer scholarship in 2004 to an AATF member to attend a three-week program at the *Université de Montréal*. 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.

Previous scholarships included: (a) tuition; (b) lodging on the campus; (c) books necessary for course work; and (d) access to the sports complex and to the library.

The scholarship recipient will be responsible for all transportation costs, meals, for personal and incidental expenses, insurance, and for fees covering certain socio-cultural activities offered through the program.

Previous scholarship recipients were able to choose from intensive courses available during the first session: *Communication orale*, *Communication écrite*, or *Atelier d'enseignement du français langue seconde*. The second session included: *Culture et société: Québec contemporain*. 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: **Nicole Lavergne**, *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.

### AATF French Government Scholarships

The French Cultural Service is offering AATF members scholarships for study in France during the summer 2004. More information will be available in the January issue of the *National Bulletin* and on the AATF Web site at [www.frenchteachers.org] as it becomes available.

### AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships to the University of Mons for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 2004. 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 2005 AATF conference in Quebec City. (See announcement on p. 42).

### Université du Québec à Chicoutimi

The *Université du Québec à Chicoutimi* is again offering one summer scholarship in 2004 to an AATF member to attend a 3-week program. The scholarship will be awarded 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) medical insurance for the duration of the program; (c) pedagogical materials; (d) lodging with a French-speaking family; (e) all meals; and (f) organized excursions. The participant is responsible for round-trip travel and personal expenses.

The recipient can choose one of the following three programs:

- July 4-24 (3-week program)

### Université Laval

We are awaiting confirmation of a summer scholarship to an AATF member from the *École des langues vivantes de l'Université Laval*. Previous scholarships were offered as part of the «Stage de perfectionnement en enseignement du français, langue seconde ou étrangère». Previous scholarships covered the following fees: (a) admission and registration; (b) lodging in a university residence hall; (c) access to language laboratories, computer labs, the library, and sports facilities; (d) a certain number of sociocultural activities which are part of the program. (Note: other sociocultural activities and excursions are offered at very reasonable rates.) The scholarship does not cover: (a) transportation costs; (b) meals; (c) health insurance.

### 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 2003-2004. Preference will be given to members who have been in good standing since January 1, 2001.

Current 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 (1999-2003) are also not eligible.

Scholarship recipients must agree to

make a presentation at a major foreign language conference in 2004-2005, and recipients of the Belgian and French scholarships must prepare a cultural project which will become part of the AATF Lending Library and present a session at the AATF convention in Atlanta, as indicated above.

### Selection Process

The applications will be reviewed by a national committee and the decision will be announced in late March 2004. 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);
- 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 [www.frenchteachers.org/], or can be requested from National Headquarters. Forms can be duplicated.

Applicants should do the following:

- 1) Complete both sides of the application form, including the signature on the second side, and attach additional pages to the application.
- 2) Request that two letters of recommendation be sent directly to Jayne Abrate, AATF Executive Director. (One of 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 three copies** of the application form and supplementary pages, one copy of the cassette, and

postcard to **Jayne Abrate, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.**

5) The application must be **postmarked by February 16, 2004**, to be considered for the scholarship. Incomplete applications will not be considered.

**F**eed the imagination as well as the palates of those you are trying to reach.  
**R**emind the public of all the wonderful and useful reasons to learn French.  
**E**ntertain with student or guest performances or films.  
**N**etwork with other French teachers, French speakers and Francophiles in the community, and the local media.  
**C**elebrate the French-speaking heritage both within the U.S. and around the world.  
**H**ighlight for others what your students are doing in the classroom to make learning French enjoyable and meaningful.

### **SOCIÉTÉ HONORAIRE DE FRANÇAIS**

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

Information is available from H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 44347, Lafayette, LA 70504-4347, e-mail: [htk0718@louisiana.edu] or from the AATF Web site at [www.frenchteachers.org].

## **SMALL GRANT AND NATIONAL FRENCH WEEK GRANT RECIPIENTS FOR 2003**

The following AATF Grants totaling \$9850 were awarded in 2003. These include winners of regular AATF Small Grants as well as National French Week grant recipients (NFW Grants are indicated with an \*).

Diane Adler (North Carolina Chapter) received \$500 for a language festival.

\*Jenny Beltman (Colorado-Wyoming Chapter) received \$500 for National French Week activities in her charter school.

\*Lynne Bermont (Chicago/Northern Illinois Chapter) received \$500 for an African dance concert during National French Week.

\*Michèle Bissière (North Carolina Chapter) received \$500 for a film festival during National French Week.

\*Jennifer Bonn (Georgia Chapter) received \$250 for National French Week activities.

\*Lauren Bruneau (Vermont Chapter) received \$500 for a concert during National French Week.

\*Marie-Magdeleine Chirol (Southern California Chapter) received \$500 for a theater performance during National French Week.

\*Melissa Dameron-Vines (Alabama Chapter) received \$250 for National French Week activities.

Samantha Godden-Chmielowicz (Chicago/Northern Illinois Chapter) received \$300 for a *Vive la France* festival.

Janet Gonter (Chapter) received \$500 to purchase software for her school's language lab.

Mimi Hagedorn (Kentucky Chapter) received \$500 for a Franco-American exchange.

\*Patricia Moosbrugger (Chapter) received \$500 for a film festival during National French Week.

\*Judy Rainger (Chapter) received \$250 for National French Week activities.

Mary Rooks received \$200 for a Franco-American exchange visit.

\*Alan Wax (Chicago/Northern Illinois Chapter) received \$250 for National French Week activities.

Ann Williams-Gascon (Colorado-Wyoming Chapter) received \$500 to create Web-based cultural activities.

Indiana University received \$500 for a Creole Symposium.

\*Arizona Chapter received \$250 for its chapter newsletter and \$250 for National French Week activities.

\*Delaware Chapter received \$500 to create a parent booster network for National French Week.

\*Metropolitan New York Chapter received \$250 for National French Week activities.

Philadelphia Chapter received \$500 for

a Molière workshop and performance.

Washington/Alberta/British Columbia Chapter received \$250 for their newsletter *Le Canard déchaîné*.

\*Suffolk New York Chapter received \$500 for National French Week activities.

## **AATF SMALL GRANTS**

At the Martinique Convention, the Executive Council again renewed the AATF Small Grants program for 2004 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 from the chapter to which the applicant belongs must be committed—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 postmarked by **March 1, 2004**: (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 the 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.

Applicants 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 furthering the study of French in the U.S., and be of potential benefit to other AATF members or to his/her students. 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.

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 2004 are encouraged.

## ÉTUDES QUÉBÉCOISES ET ACTUALITÉ: ENTRETIEN AVEC ALAIN-G. GAGNON DIRECTEUR DU PROGRAMME D'ÉTUDES SUR LE QUÉBEC (PÉQ) À L'UNIVERSITÉ MCGILL

Le Programme d'études sur le Québec (PÉQ) [www.arts.mcgill.ca/programs/qs/] a réussi à s'imposer à McGill, université anglophone à Montréal, non seulement par les compétences et savoir-faire de ses dirigeants, mais surtout par leur vision et leurs facultés d'adaptation aux différents changements rencontrés. En suivant l'évolution de ce programme, ses actions et les manifestations qu'il organise, on prend conscience de l'importance que les Québécois attachent à certains faits d'actualité et aux thèmes qui leur sont chers. En été 2001, j'avais organisé au Québec un séminaire de recherche sous l'égide de l'AATF. M. Alain-G. Gagnon avait généreusement accueilli notre groupe d'universitaires au sein de ses locaux, nous préparant, avec son adjoint M. Stephan Gervais, un excellent programme de visites et de conférences par d'éminents spécialistes sur différents aspects du Québec (voir *AATF National Bulletin*, septembre 2001). Je tiens à le remercier de m'avoir accordé l'entretien suivant.

**M.-C.K.** Monsieur Gagnon, vous êtes l'auteur de plusieurs ouvrages et de nombreux articles sur la société, l'identité et la politique québécoises, et vous dirigez le PÉQ depuis 1992. Dans quelles circonstances ce programme a-t-il été créé?

**A.-G.G.** Au début des années 1960, alors que le Canada vivait sa pire crise constitutionnelle, il y avait au Québec une volonté, de la part de certains Québécois anglophones, d'opérer une plus grande ouverture à l'égard des Québécois francophones. C'était aussi le début du Front de libération du Québec et de Parti pris, groupement politique important à l'époque et formé principalement d'universitaires. Nous étions à l'heure de la libéralisation des idées mais aussi de la décolonisation. Il y avait donc à McGill une certaine volonté de rapprochement et on a décidé de créer un Centre d'études canadiennes-françaises sur des bases ethniques car on voulait générer une plus grande équité entre les Canadiens français et les Canadiens anglais. La fondation du Centre d'études a été un grand succès et il y avait tant d'étudiants inscrits qu'à la fin des années 1970 et au début des années 1980, plusieurs départements se sont sentis menacés et ont exigé la transformation du Centre d'études canadiennes-françaises en programme. On a donc réduit les effectifs et les cours étaient dorénavant offerts essentiellement dans divers départements; le directeur du programme devait se contenter de diriger les étudiants vers les départements qui proposaient des cours sur

le Québec susceptibles de les intéresser, devenant plutôt conseiller en orientation. Quand je suis arrivé, j'ai avancé l'idée que le Centre soit désigné comme Programme d'études sur le Québec (PEQ) et qu'on y étudie la dynamique entre les régions, entre les cultures, entre les communautés politiques, entre la gauche et la droite. C'était donc une volonté d'ouverture à l'autre, d'échanges entre Québécois de toute classe, de toute langue, de toute appartenance.

**M.-C. K.** En quoi consiste votre programme exactement?

**A.-G.G.** L'enseignement est notre première mission et nous encourageons les étudiants à s'inscrire dans les cours qui traitent du Québec sur le plan culturel, historique, géographique, politique, littéraire. Or ces mêmes étudiants participent à nos grandes activités d'éducation et c'est probablement dans ce domaine que nous avons marqué les principaux points. En 1995, nous avons lancé une série de grandes conférences, les conférences Desjardins, qui nous ont permis d'accueillir des invités de renommée internationale. Nous organisons également des colloques dont l'un des plus importants avait pour thème la démocratie multinationale pour sensibiliser le public à la réalité de la diversité dans les états fédéraux ou en voie de fédéralisation. L'ouvrage qui a été le produit de ce colloque, *Multinational Democracies*, a été publié auprès des Presses de l'Université Cambridge en 2001 (Alain-G. Gagnon et James Tully, dir.), ce qui indique la volonté de rapprochement que nous voulons exercer au Québec en pensant les communautés politiques, les nations autochtones, la communauté québécoise francophone majoritaire et la communauté anglophone minoritaire. On essaie de comparer cette situation au cas écossais par rapport à l'ensemble du Royaume-Uni, au cas catalan dans l'ensemble espagnol ou encore au cas jurassien en Suisse. Nous avons tenu en automne 2001 un colloque important sur les nations autochtones, où nous nous sommes penchés sur l'Entente de la Baie James 25 ans plus tard. Cette entente a fait époque car c'était le premier traité moderne à être convenu entre les communautés établies et les communautés à qui on a soutiré un espace. Et nous avons voulu réunir à McGill les Cris, les Inuits et les Naskapis avec des représentants des gouvernements québécois et canadien ainsi qu'Hydro-Québec qui était une des principales instances ayant profité du développement économique. Nous organisons également des symposiums

d'une journée sur un thème particulier comme, par exemple, l'idée d'utiliser le dollar américain dans l'ensemble des Amériques, la question de la réforme électorale, de la citoyenneté. Penser la nation québécoise est un autre thème qui a attiré plus de 500 personnes. Tous les débats étaient accessibles grâce à l'Internet où l'on pouvait nous écouter et les propos ont été diffusés en direct sur des radios communautaires dans l'ensemble du monde francophone. Du côté de l'écrit, nous jouons également un rôle très important. Par exemple, nous publions *Globe, Revue internationale d'études québécoises* qui est rédigée en français et diffusée dans plus de 40 pays, ce qui en fait une revue d'importance dans l'ensemble de la francophonie. Par ailleurs, je dirige la collection Débats qui nous a permis de publier des ouvrages dont celui de Louis Balthazar, *Le Québec dans l'espace américain* (Québec Amérique, 1999), celui de Jocelyn Maclure, *Récits identitaires: Le Québec à l'épreuve du pluralisme* (Québec Amérique, 2000) ou encore mon deuxième tome de *Québec: état et société* (Québec Amérique, 2003) qui va paraître en quatre langues dont en anglais chez Oxford University Press. Il y a aussi les *Cahiers du Programme d'études sur le Québec*, consacrés à des thèmes qui contribuent à la délibération (la nation, la communauté, l'identité, la culture). D'autres initiatives sont en cours, dont l'établissement d'une école d'été sur le pluralisme et la diversité en coopération avec deux universités des Amériques, la *New School for Social Research* à New York et l'Université de Guadalajara. Nous avons inauguré la première école d'été en juin 2001 à Guadalajara où l'on a réuni pendant trois semaines quarante étudiants, principalement au niveau du doctorat, avec des professeurs de nos facultés respectives. À cela s'ajoute le séminaire que nous avons organisé avec vous et que nous avons l'intention de poursuivre, indépendamment de l'intérêt de l'AATF.

**M.-C. K.** Exercez-vous aussi une mission de conseiller auprès d'organismes gouvernementaux?

**A.-G.G.** J'interviens souvent comme conseiller constitutionnel ou politique auprès des instances à Québec et parfois à Ottawa. J'ai servi de conseiller auprès des gouvernements souverainiste et fédéraliste, et j'ai œuvré par exemple pour le Sommet des Amériques afin d'anticiper ce qui allait se passer. Le Conseil de la langue française du Québec a demandé des avis;

ou encore les commissions parlementaires à Ottawa et à Québec sollicitent quelquefois des prises de position. À part cela, je suis très engagé dans le débat public. J'essaie de faire valoir certains points de vue, mais toujours inspirés par le pluralisme et les valeurs libérales.

**M.-C. K.** Est-ce qu'il vous arrive de prendre position—je pense notamment au référendum de 1995—ou est-ce que vous préférez conserver une certaine neutralité?

**A.-G. G.** Il est certain que j'étais plutôt ouvert à un vote favorable à l'indépendance du Québec, c'est-à-dire que je disais publiquement que je pourrais bien m'accommoder du projet avancé par les souverainistes. Dans le fond, l'important c'est de dire aux gens que les institutions politiques sont au service des hommes et des femmes, non pas le contraire. Donc, en soi, le nationalisme et l'indépendance du Québec ne représentent pas un problème; il faut trouver des formules d'accommodement de la diversité, réformer les institutions politiques et considérer la possibilité pour le Québec de s'accomplir pleinement.

**M.-C.K.** Comment votre programme est-il perçu au sein d'une université anglophone ?

**A.-G.G.** Nous marchons toujours sur une corde raide mais, en même temps, nous avons la possibilité d'agir parce que nous devons faire la démonstration que nous représentons la diversité, le pluralisme. Le PÉQ n'est donc ni un nid de fédéralistes, ni un nid de souverainistes. Par ailleurs, nous avons une saine confrontation entre les deux et nous nous engageons à faire entendre une multitude de points de vue. Et je pense que c'est pour cela que les Cris, les Inuits, les Naskapis, avec des représentants de Québec et d'Ottawa, ont choisi le PÉQ pour intervenir, sachant que nous n'étions à la solde de personne.

**M.-C.K.** Comment votre programme se distingue-t-il des autres centres d'études québécoises du Québec?

**A.-G.G.** Il y a en effet le Centre d'études sur le Québec (CÉTUQ) à l'Université de Montréal, le Centre interdisciplinaire d'études sur le Québec (CIÉQ) à l'Université Laval (qui est rattaché à l'Université du Québec à Trois-Rivières), le Centre de recherche en littérature québécoise à Laval (CRELIQ), et un Centre d'études sur le Québec anglophone à Concordia. Ce qui nous distingue des autres centres à vocation littéraire, c'est le fait que nous mettons plutôt l'accent sur la dimension socio-historico-économico-politique. Quand nous analysons la littérature, c'est à partir de la dimension sociologique, politique et culturelle.

**M.-C.K.** À votre avis, où en est la situation des études québécoises en général ?

**A.-G.G.** Je suis vice-président pour l'Association internationale des études québécoises (AIÉQ) et, depuis la naissance de cette association en 1997, j'y vois un développement très rapide, très important où plusieurs activités structurantes ont été lancées. On a répertorié à travers le monde plus de 2000 québécois, dont environ 800 sont membres de l'AIÉQ, dans une centaine de centres vers lesquels nous avons acheminé des livres. En effet, dès qu'on ouvre un centre et qu'un groupe fait appel à nous, le Ministère des Relations internationales du Québec finance généralement la «Bibliothèque de base» (environ 300 titres) en l'offrant gratuitement. À cet égard, on peut faire un lien intéressant entre le PÉQ, le Centre international d'études canadiennes (CIÉC) et le Ministère des Relations internationales qui a diffusé ces livres, via la valise diplomatique canadienne, dans l'ensemble de ces centres d'études sur différents continents. Nous avons aussi lancé la Bibliographie commentée sur le Québec qui a d'abord été publiée en version anglaise, puis en français aux éditions Saint-Martin en 2000 (A.-G. Gagnon, dir.), avec l'intention de la mettre régulièrement à jour. Les représentations des cinq centres d'études sur le Québec ont créé des documents de travail qu'on peut se procurer auprès de Robert Laliberté, directeur de AIÉQ, dont la «Bibliothèque de Base» sur le Québec accessible en ligne [www.aieq.qc.ca].

**M.-C.K.** Quel est le profil des étudiants qui s'inscrivent en études québécoises?

**A.-G.G.** Cette formation concerne surtout les personnes qui se destinent au milieu de l'enseignement. Il y en a plusieurs qui se dirigent vers les gouvernements comme des rédacteurs de discours, des conseillers politiques et des chefs de cabinet; mais cela concerne aussi des journalistes et des étudiants qui vont faire leur droit par la suite. Du côté des anglophones, c'est souvent une façon de participer pleinement à la société québécoise et d'avoir accès à la fonction publique du côté provincial.

**M.-C.K.** Quels sont vos objectifs pour le PÉQ?

**C.-G.G.** Nous projetons de créer un lieu où nous pourrions réunir une vingtaine de chercheurs québécois—littéraires, sociologues ou anthropologues. Ce serait un centre d'études interuniversitaires où l'on accentuerait le rapport surtout entre McGill et l'Université du Québec à Montréal, c'est-à-dire une université dite d'élite et une université dite de masse, pour créer une fusion entre ces deux entités, dans le but de toucher l'ensemble du monde étudiant.

L'autre dimension est l'interdisciplinarité. On a ainsi choisi des spécialistes en sociologie politique, histoire économique, économie sociale, économie politique et socio-linguistique. À long terme, nous visions le rayonnement du Québec sur le plan international et la création d'un centre plus large avec des collaborateurs qui viendraient d'ailleurs—écossais, catalans, américains.

Propos recueilli par Marie-Christine Weidmann Koop, University of North Texas

## What's New in the French Review?

Vol. 77, No. 2 (December 2003)

Articles include:

- Society and Culture: "La Bibliothèque rose, Children, and Imperialism in Nineteenth-Century France" by Capasso;
- Pedagogy: "If This Is French, Then What Did I Learn in School?" by Duran and McCool;
- In Your Corner: Focus on the Classroom: "Incorporating the *comédie-musicale* in the College French Classroom" by Finn;
- Linguistics: "From the First to the Fifth Republic: Antoine de Rivarol, Johann Christoph Schwab, and the Latest 'Lingua Franca'" by Henry;
- Literature: "Mythe des origines et nostalgie chez Taos Amrouche" by Jose Santos;
- "The Figure of the Labyrinth in Patrick Modiano's *Rue des boutiques obscures*" by Murphy;

And don't forget the many excellent reviews and "La Vie des mots."

## SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org]. Click on National Headquarters, and you will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies.

We hope this will facilitate your communication with Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, Modern Languages, P.O. Box 44347, Lafayette, LA 70504-4347; e-mail: [hth0718@louisiana.edu]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

# AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD APPLICATION FORM

## Contact Information

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

Nominating Teacher's Name: \_\_\_\_\_

Teacher's Address: \_\_\_\_\_

Teacher's Phone: \_\_\_\_\_ (H or W) Teacher's E-mail: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

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

1. I certify that this student is in his/her \_\_\_\_\_ year of French study (3 minimum).
2. He/she has maintained an "A" average in French and at least a "B" average overall. \_\_\_\_\_ Yes \_\_\_\_\_ No
3. He/she is a graduating senior. \_\_\_\_\_ Yes \_\_\_\_\_ No
4. He/she is a non-native speaker of French. \_\_\_\_\_ Yes \_\_\_\_\_ No
5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:

\_\_\_\_\_ study abroad      \_\_\_\_\_ *Grand Concours*      \_\_\_\_\_ French Club      \_\_\_\_\_ Officer  
\_\_\_\_\_ National French Week      \_\_\_\_\_ Société honoraire      Other \_\_\_\_\_

6. I am a current AATF member. \_\_\_\_\_ Yes \_\_\_\_\_ No

Teacher's Signature: \_\_\_\_\_

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

- \_\_\_\_\_ Basic Award Registration (\$25)  
(includes a certificate and press release, congratulatory letter to the principal, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)
- \_\_\_\_\_ Full Award Registration (\$35)  
(includes all of the above and an Outstanding Senior Medal)

**Amount enclosed:** \_\_\_\_\_

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

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733; e-mail: rosalba@siu.edu. Purchase orders accepted.

Credit Card # (Visa or MC only) \_\_\_\_\_ Exp. \_\_\_\_\_

## AATF MEMBERSHIP DRIVE 2004

The AATF is again sponsoring a membership recruitment campaign. Membership in your professional association is the business of each member. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

### How It Works

We are offering a special 3-for-1 incentive to current members to recruit new members. If the current member can get three new members to join, his or her 2004 membership will be free. The requirements are:

- ◆ the three new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- ◆ the current member's preprinted renewal invoice should, if possible, accompany the three new forms;
- ◆ if the current member has already paid dues for 2004, the free membership will be applied to the next calendar year; no refunds will be made.

If you are a teacher trainer, we ask you to encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [[www.frenchteachers.org](http://www.frenchteachers.org)], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them. The lists must be current and must contain specifically French teachers.

Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!



## SPECIAL SUBSCRIPTION OFFER TO LE FRANÇAIS DANS LE MONDE CONTINUED

The special offer for AATF members to subscribe to *Le Français dans le monde* has been continued. The review is now the official publication of the *Fédération internationale des professeurs de français* (FIPF) and is published by CLÉ International. The AATF has negotiated a special subscription rate for AATF members. More than 500 AATF members took advantage of this special offer in 2002 and 2003.

Members have two subscription options. For a yearly subscription payment of \$50, you can receive six issues of *Le Français dans le monde* plus two accompanying CDs as well as two special issues of *Francophonie* (a savings of \$76 over regular subscription rates). For a yearly subscription payment of \$60, you can again receive six issues of *Le Français dans le monde* with two accompanying CDs, two special issues of *Francophonie*, and, in addition, two issues of the more research oriented *Didactique "Recherches et Applications"* (a savings of \$79 over regular subscription rates).

To facilitate the process, AATF members may pay the AATF at the same time they make their annual dues payment, and we will handle the transfer to CLE International. Subscriptions may be obtained by filling out the appropriate space on your 2004 dues renewal invoice which will be mailed to all AATF members in early October. Those who subscribed for 2003 may renew their subscription in the same way. It can take several weeks to process these subscriptions. Therefore, it is important to send your renewals as early as possible.

The editor of the new *Français dans le monde* is Françoise Ploquin who was assistant editor under the previous editor in chief and honorary AATF member Jacques Pécheur. The editorial team is planning several themed issues and encourages submissions from French teachers around the world. Consult the Web site at [[www.fdlm.org](http://www.fdlm.org)] for more information. AATF President Jean-Pierre Piriou serves on the Advisory Board, and Christopher Pinet, Editor in Chief of the *French Review*, serves on the Editorial Board of *Le Français dans le monde*.

We hope that many AATF members will take advantage of this opportunity to receive *Le Français dans le monde* at a 40% savings. Please note that subscriptions will not be accepted after May 31 for any given calendar year.

To communicate address changes, contact [[fdlm@vuefr.fr](mailto:fdlm@vuefr.fr)],

## AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD

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

To qualify for the award, a student must:

- have maintained an "A" average in French;
- have maintained a "B" average overall;
- be in his or her senior year at a public or private secondary school;
- have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, or French Club;
- at the time of graduation, have completed at least three years of formal French study;
- be a non-native speaker of French;
- be nominated by an AATF member teacher.

Only one student per school per year will be accepted.

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

The nomination form is on page 13 and is posted on the AATF Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)].



# AATF NATIONAL FLES\* COMMISSION 2004 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES\* Commission is delighted to announce the 2004 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 Dee Dee Louman.

The theme for this year's contest is: **LE FRANÇAIS M'OUVRE LE MONDE: Open Your World with French.** 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 Dee Dee Louman, West Stanly High School, 16686 NC Highway 24-27, Oakboro, NC 28129). 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. Each teacher should send the posters to their AATF Chapter President. Entries must be postmarked by **March 21, 2004.** See the AATF Web site [[www.frenchteachers.org](http://www.frenchteachers.org)] or the *French*

*Review* for names. Please mail the posters flat, first class, and protected by cardboard.

7. Each Chapter President should send the posters postmarked by April 11, 2003 to Dee Dee Louman, West Stanly High School, 16686 NC Highway 24-27, Oakboro, NC 28129. Please mail the posters flat, first class, and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a \$50 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 2003-2004 National FLES\* Poster Contest.

Selected winning posters from the 1999 competition were made into notecards. See page 38 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: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Student's Phone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

School Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ School Phone: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Sponsoring Teacher: \_\_\_\_\_

Teacher's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Teacher's Home Telephone: \_\_\_\_\_

**SIGNATURES (All are required)**

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** \_\_\_\_\_

**Parent/Guardian** \_\_\_\_\_

**Date** \_\_\_\_\_

**Sponsoring Teacher** \_\_\_\_\_

**Date** \_\_\_\_\_

**AATF Chapter President** \_\_\_\_\_

**Date** \_\_\_\_\_

PLEASE ATTACH THIS FORM TO THE POSTER.

# MOTS CHASSÉS:

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Exercices basés sur la *French Review*, Vol. 76, No.5 (April 2003). Le corrigé se trouve à la page 18.

- I. Reformulez les questions en employant des pronoms personnels qui remplaceront les groupes de mots soulignés.
1. As-tu mis mes jumelles sur mon bureau?
  2. Avez-vous donné votre liseuse à votre épouse?
  3. As-tu pu extraire le jus de cette orange?
  4. Est-ce que je donnerai des crêpes aux enfants?
  5. Est-ce-que vous recommanderiez ces casseroles à votre cuisinière?
- II. Complétez les phrases suivantes en utilisant le présent du subjonctif du verbe entre parenthèses.
1. Le cadran de cette montre de plongée est fait pour que l'on (pouvoir) \_\_\_\_\_.
  2. Je ferai sauter des crêpes jusqu'à ce que l'une (atterrir) \_\_\_\_\_.
  3. Pétrissez votre pâte jusqu'à ce qu'elle (être) \_\_\_\_\_.
  4. La cuisinière a laissé les frites dans l'huile bouillante assez longtemps pour qu'elles (devenir) \_\_\_\_\_.
  5. Je m'étonne que cette photo (réussir) \_\_\_\_\_.
- III. Posez des questions avec *quel* ou *qu'est-ce-qui*
1. C'est le micro-ondes.
  2. Ce bras électronique permet de l'orienter.
  3. La Chandeleur se célèbre le 2 février.
  4. C'est une carte à mémoire.
  5. Il sert à la fois à hacher de la viande et à couper des légumes.
- IV. Remplir les blancs avec le mot le plus approprié.
1. Utilise ce \_\_\_\_\_ pour retrouver facilement la page de ton livre.
  2. Le style Louis XV se caractérise par la forme \_\_\_\_\_ des pattes de meubles.
  3. Ne \_\_\_\_\_ pas votre pain au micro-ondes:il serait tout ramolli.
  4. Grâce à ce \_\_\_\_\_ j'ai monté rapidement ma mayonnaise.
  5. Mon portable est inutilisable aujourd'hui car il est complètement \_\_\_\_\_.
- V. Complétez les phrases suivantes avec la forme correcte du verbe entre parenthèses.
1. S'il te plaît, (offrir) moi une montre de plongée.
  2. Si j'avais un pèse-personnes cela me (permettre) de vérifier mon poids quotidiennement.
  3. Si tu (utiliser) cette dragonne, on ne t'aurait pas volé ton appareil-photo.
  4. Il se repent de (acheter) une caméra trop sophistiquée.
  5. Hier, il (tomber) dans l'eau avec sa montre qui n'a pas de boîtier étanche.

Colette Dio, Nancy, France

# REGIONAL REPORTS

## REGION III: NEW YORK STATE

**Membership:** There are 44 new members in Region III this year. The total number of members in Region III is now 378. There was growth in membership in the following four chapters in Region III: Central New York, Western New York, Hudson Valley, and Rochester. The *Pays du Nord* and the Toronto chapter membership remained the same. **Le Grand Concours:** There were 133 national winners in Region III. **Summer Scholarships:** Lynn Gore from Palenville, NY in Region III was awarded an AATF Summer Scholarship to France.

Submitted by Georgette Schmidt  
Region III Representative

## REGION IV: MID-ATLANTIC

Membership in Region IV stayed relatively the same. Some chapters showed a slight increase, while other chapters showed a slight decrease. However, the total number of members in the region did not vary much. The Presidents of the eleven chapters in Region IV have been working hard against difficult odds to keep French in the schools—elementary, secondary, and university levels. With a lot of hard work, many of them have had great success stories in either maintaining or reinstating French courses in their schools. Recognition and praise must be given to the all the teachers who have done an exceptional job recruiting students for French courses, contacting parents and administrators in order to point out to them the advantages of studying French, and also for organizing letter writing campaigns to their state and local representatives in order to make them aware of their need to continue to offer French in their respective schools and school districts.

Regionally, we have maintained our first place position for enrollment in the National French Contest. We have maintained this position for at least the last five years, and we all owe a debt of gratitude to the hard-working contest administrators in the region. It is because of their dedication and selfless giving of their time that has kept us in first place. *Chapeau!* We also congratulate all the winners, both the National winners and the Local winners, as well as all those students who took part in the National French Contest and who are continuing to show an interest in the study of France and Francophone cultures.

This region has the honor of having as one of our very loyal and dedicated members, Sister Mary Helen Kashuba. Sister Mary Helen received the Dorothy S. Ludwig Excellence in Teaching Award, University Level, presented by President Jean-Pierre Piriou at the *congrès* in Martinique. Sister

has dedicated her long, illustrious career to the teaching and promotion of French. For many years she has administered *le Grand Concours* in the Philadelphia area. She also served as President of the Philadelphia Chapter, Region IV Representative and, because of her many activities in professional organizations, is well known by all foreign language educators in this area and beyond. She is the recipient of many awards and honors, has given numerous workshops, and has recently published a book on the history of Chestnut Hill College. Sister is a *Chevalier dans l'Ordre des Palmes Académiques*, has received the Lindbach Award for Distinguished Teaching from Chestnut Hill College, and will receive the Educator of the Year Award from the Pennsylvania State Modern Language Association. *Félicitations, ma sœur.*

Two members in this region were recently honored as *Chevalier dans l'Ordre des Palmes Académiques*. Current President of the Delaware Chapter and activist for French enrollment in the schools Alice Cataldi was awarded the status of *Chevalier* for all the work she has done and continues to do to promote French in Delaware. Nancy Gabel, former president of the Philadelphia Chapter and former President of the Board of Directors of the French International School in Bala Cynwyd and a long-time member of the AATF was named a *Chevalier* last January. Senator André Maman decorated her in a ceremony at the French International School. *Chapeau* to both these dedicated, hard-working, and loyal members of the AATF!

Last September, a meeting for chapter presidents of Region IV was organized by Roland Celette, *attaché culturel* and *Directeur de la Maison française*, and Region IV Representative Diana Regan and held at the French Embassy in Washington, DC. Its purpose was to discuss on-going support of the Embassy for this region and suggestions for workshops that would be held for teachers in the region. The discussions were stimulating and encouraging.

There has been a noticeable increase in contact with students and schools in Francophone countries who are in need of equipment, books, and materials. Several chapters have reported that members and their students have raised money for these students and schools. Cherlyene Shollenberger in the Lehigh Valley Chapter helped her students raise money to send to a needy and deserving family in Haiti, Judith Vichr, also of the Lehigh Valley Chapter, helped sponsor exchange students from Bénin, and her French Club has raised

money to send to the school in Bénin, and, in Philadelphia, Loreta Chirico reported that a portion of the money raised from the Éric Vincent concert during *la Semaine du Français* was sent to N'Djamena, Chad, to help students in *le Centre d'éducation spécialisée pour enfants retardés*.

In Delaware President Alice Cataldi has continued her aggressive advocacy campaign. She continues to write letters to support French in the schools, and she has encouraged parents and students to do the same. Alice has mustered support from many of the elected officials both on the local and state levels. Her efforts have been successful, and many of the schools have reinstated French into the curriculum. Bravo! Alice...keep up the good work! Recognition should also be given to Shuhan Wang, Delaware Supervisor for Foreign Language for her active role in this advocacy campaign.

In addition to the many activities offered by individual chapters, there were two regional activities organized by the Region IV Representative Diana Regan. The first activity was a performance at the Philadelphia Cathedral by *Les Petits Chanteurs de St. André de Colmar*. The choir, along with their chaperones, arrived in Philadelphia in November 2002 and were hosted by the Philadelphia Boys' Choir. Thanks are also due to Acting French Consul in Philadelphia, Danièle Thomas-Easton and Loreta Chirico, President of the Philadelphia AATF Chapter who helped with the organization and planning of this event.

The second, and by far the most complicated and far-reaching activity, was the arrival of Pierre-Olivier Scotto and Martine Feldmann-Scotto from France. M. Scotto performed a one-man show entitled *La Comédie imaginaire: un voyage au pays de Molière*. Before each performance, he worked with the teachers in a workshop session on how to appreciate Molière in today's world and how to apply his works in their classrooms. He encouraged teachers to perform segments from various Molière plays and with his direction, he helped them truly understand Molière's characters. M. Scotto and Mme Feldmann-Scotto presented in four cities: Boston, MA; Lewiston, ME; Philadelphia, PA; and Washington, DC. All arrangements were made by Diana Regan along with invaluable help from Joyce Beckwith and Valerie Sutter in Boston, Adam Leff and Kirk Read at Bates College in Lewiston, ME, Loreta Chirico, President of the Philadelphia AATF Chapter, and Juliette Parnet of the French Institute of Culture and Technology at the University of Pennsylvania. M. Scotto and Mme

Feldmann-Scotto also gave a workshop at die Northeast Conference on Foreign Language Teaching (NECFLT) in Washington, DC. It was very well attended. The performance took place the following evening at the French Embassy. There were more than 200 attendees, and everyone agreed that it was an amazing and unusual experience. A reception offered by Mme Chantal Manès and the French Embassy immediately followed the performance. Many thanks also to Mme Chantal Manès, *attachée culturelle*, French Embassy, Washington, DC, M. Fabrice Jaumont, *attaché de coopération pour le français*, French Embassy, New York, all the Chapter Presidents in Region IV who advertised the event and who put up with all the frantic e-mails and a special thanks to M. Jullien Woirin and M. Pierre Chevron who work as interns at the French Embassy. They were both very helpful with many of the details that had to be attended to both before, during and after the performance at the French Embassy. *Un grand merci à toutes et à tous.*

*Un grand merci* to all the members who lead workshops at the *congrès* in Martinique. It was a most unusual, informative, and successful *congrès*. Thanks to Jean-Pierre Piriou, Jayne Abrate, April Walsh, and the entire Executive Council for their hard work, dedication, and vision, the reasons for the great success of this *congrès*.

Submitted by Diana M. Regan  
Region IV Representative

## CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 76, No.5 (April 2003).  
Les activités se trouvent à la page 16.

- I.
  1. Les y as-tu mises?
  2. La lui avez-vous donnée?
  3. As-tu pu l'en extraire?
  4. Est-ce-que je leur en donnerai?
  5. Est-ce-que vous les lui recommanderiez?
- II.
  1. ... puisse lire la profondeur.
  2. ... atterrisse sur le haut de l'armoire.
  3. ... soit souple.
  4. ... deviennent dorées et croustillantes.
  5. ... ait été réussi au flash.
- III. Suggestion de réponses
  1. Quel est ton gadget culinaire préféré?
  2. Qu'est-ce-qui permet d'orienter cette lampe?
  3. Quelle est la fête que l'on célèbre le 2 février?
  4. Qu'est-ce-qui a la taille d'un timbre-poste dans cet appareil photo?
  5. Quel usage peut-on faire de ce robot?
- IV.
  1. signet; 2. galbée; 3. décongelez; 4. batteur; 5. décharge.
- V.
  1. offre-moi ; 2. permettrait; 3. avais utilisé; 4. avoir acheté; 5. est tombé

**BE SURE TO VISIT THE  
AATF WEB SITE**

**[www.frenchteachers.org](http://www.frenchteachers.org)**

## MOVED? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.50 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be e-mailed to [abrate@siu.edu].

## MEMBERS' NOTES



**Charles J. Balesi** who has long specialized in French and Native American colonial history was elected last June to the *Conseil supérieur des Français établis hors de France*, a parliamentary body of 150 members elected by universal suffrage for a six-year mandate to represent French expatriates and presided over by the Minister of Foreign Affairs. Dr. Balesi is one of the nine Councillors (*conseiller*, formerly known as *délégué*) representing French citizens living in the U.S. and lives in Highland Park, a suburb of Chicago. He ran under the banner of the *Union des Français de l'étranger* on a non-political platform. The CSFE is "called upon to give the French Cabinet opinions on matters and projects of concern to French expatriates" meeting during plenary assemblies in Paris to express wishes, issue opinions, and submit motions for guiding actions of the French government as well as present background studies on a variety of concerns touching education, social affairs, trade, culture, etc. Dr. Balesi intends also to use his new functions as an elected representative to continue his activities fostering understanding between France and the U.S. Dr. Balesi is an emeritus member of the AATF and is a *Chevalier dans l'ordre des Palmes académiques* as well as a *Chevalier des Arts et des Lettres*.

**Colette Dio**, whose name is familiar to AATF members because of "La Vie des Mots" which appears regularly in the *French Review* as well as "Les Mots Chassés" which is a regular feature in the *National Bulletin*, has recently been awarded the title of *Chevalier dans l'ordre des Palmes académiques*. In addition to this work with the AATF, Ms. Dio lectures at the *Alliance Française* in various cities in the U.S. She has retired from the *Faculté des Lettres de Nancy* where she was a professor of English. Currently she serves as a professional translator for the *Cour d'appel et le Tribunal de grande Instance de Nancy*. She served as *Vice-Principale du Lycée français de Los Angeles* and was later on the faculty of the French Department at UCLA.

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Old address _____		
(as it appears on mailing label)		
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City	State	Zip
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; FAX: (618) 453-5733; E-mail: [abrate@siu.edu].		



## La Sainte Catherine le 25 novembre

*La Fête de la Sainte Catherine* is a perfect vehicle to publicize the wonderful activities going on in your French classes. Elementary students as well as middle school and even my “sophisticated” high school students have enjoyed participating in the fun! According to legend, Catherine was a beautiful young woman who martyred herself rather than renounce her Christian religion. In churches where her statue stands, unmarried women have the job each year to *coiffer* the statue (meaning to put a hat on, as well as meaning fixing hair). The custom developed in France to offer a hat to any young unmarried woman, and she must wear it all day long.

In our classes we have a *Concours de chapeaux* (for boys and girls since they are all unmarried), and some wonderful creations have emerged. Young students might create the hats in class, whereas older ones may prefer the personal gratification of elaborate preparations at home. To encourage the more cynical students, you might try offering the possibility of creating a hat in place of a written assignment. This works every time! Photographing the students gave an additional level to the project, and students learned adjectives and the superlative form as they voted for *le chapeau le plus beau*, *le chapeau le plus bizarre*, *le plus drôle*, *le plus grand*, etc. These were then reinforced by awarding certificates to every student after the votes were tallied. For a child who had no hat, I used *le chapeau le plus invisible* so he could still be part of the group.

**CULTURAL GOAL:** Teachers can introduce the French calendar and explain how there is a saint assigned to each day of the year, since France is a Catholic country—a concept foreign to American thinking. Students enjoy having a French name, and can find one close to his or her American name to create a French identity. A child can celebrate a birthday as well as his or her saint’s day (traditionally with chocolate).

**LINGUISTIC GOALS:** 1. **CALENDAR:** This activity gives the opportunity to introduce (or reinforce) how to form dates. If the students memorize their own birthday and saint’s day, it at least establishes the pattern for how to formulate the date.

2. **ADJECTIVES:** Adjectives can be introduced through this activity. Since *le chapeau* is masculine, younger students don’t have to grapple with agreement changes in form. The concept of comparative and superlative need not be analyzed grammatically, but by using the superlative form for the contest and certificates, it will be absorbed comfortably by students of any age.

3. **VOCABULARY:** In addition to the acquisition of new adjectives, an expression that will be fun to use in class to encourage students to be supportive of each other’s efforts is *Chapeau!* (meaning “hats off to you!”)

Elizabeth Miller  
Crystal Springs Uplands School (CA)

Note: We invite FLES and middle school teachers to share ideas, classrooms gimmicks, successful lessons, games for oral interaction, and National French Week activities with other AATF members. Join the teacher network! Send your ideas, even just a sentence or two, to the *National Bulletin* or to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027

## CHILDREN LEARN FRENCH DISPLAY

Louise Terry organized, as she has for the past several years, a French exhibit at the Bayport-Blue Point Library. This exhibit focuses on a Community Outreach French Immersion Program for Children Grades 1-2 which she organized and held at the Library in August 2003. Her assistant teachers were Kerri Simeone, middle school French and Spanish teacher, Patchogue-Medford School District, and Christine Terry Miller, who as a seventh grader, attended the SHAPE school in Saint-Germain-en-Laye, summer camp with the Touring Club of France in the Dordogne for two summers, and later the Vermont Overseas Program (VOSP) in Nice. The teachers volunteer their time, effort, and expertise.

Three one-hour sessions were held on consecutive mornings with parents present



the last twenty minutes of the third session to see their children participate in activities with numbers, colors, songs, parts of the body, introductions and enjoy French-made *boudoirs*. Needless to say, the parents were

very pleased.

We plan a second round in late December with a possible continuation in April. At the final session, children will receive a certificate noting the number of sessions completed. Ideas used include the text *French from Four to Seven* (years old) by Barbara Kojak (NJ), the Children Learn German program by Hildegard Merkle (Immersion Language camps Minnesota), *Moustache* and *Muzzy* videos.

The Children Learn French sessions represent an incentive to the Bayport-Blue Point School District to start foreign language earlier. The District has a FLEX program with French and Spanish in Grade 6 with complete programs starting in Grade 7. It is hoped that such programs as this could be an inspiration to others.

Submitted by Louise Terry  
Suffolk (NY) AATF Chapter



# CLASSROOM ACTIVITY

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## THE MUSICAL LEGACY OF CAROLE FREDERICKS INTRODUCED IN MARTINIQUE

In the November 2002 *National Bulletin*, there appeared an introduction to Carole Fredericks, an African-American singer who left the U.S. in the late 1970's to travel to France to continue her singing career. As a follow-up to that article, Carole's sister Connie Fredericks-Malone and I presented a session at the *congrès* in Martinique. This was the first conference where we presented the language program to teachers. We were excited to share the joy of Carole's musical legacy, and we were delighted that the room was full.

We had never anticipated the tears apparent on many participants' faces. Several teachers, like me, had been using Carole's music for a few years, and had never seen her face, so beautifully featured in the music videos. Connecting the face with the music was an emotional experience for them. Other teachers, pleased with the program and presentation, found the actual story of our joint efforts at publicizing Carole's music an inspiration.

Connie, from the Rochester, NY area, is a grant director for the New York State Arts Council. She mentioned that the session validated her belief that her sister Carole's contributions to music in France will help American students here learn French. She reiterated her *merci* to the AATF and to Jayne Abrate in particular for encouraging this venture.

At the suggestion of the French government, Carole was buried in Montmartre Cemetery in Paris. I visited her grave in June 2003 and noted her prestigious company in this landmark of the 18<sup>th</sup> *arrondissement*. The free map of the cemetery features Carole's tomb among *les sépultures les plus demandées*. The map is distributed to visitors and is currently being reprinted.

In June 2003, following the memorial service in Paris, there was a private party where family, friends, and musicians who had worked with Carole celebrated her life and talent. It was, however, the exact week of the *bac*, and those exams prevented one young man, the Webmaster of one of the two most popular Web sites dedicated to Carole, from attending this event. He wrote his regrets in a letter to Connie and her husband Jim and agreed to share that letter with teachers and students of French.

Following this article are two activities that are interpretive in nature. Each involves an authentic French document. First, is the cemetery map and second, is the letter from Jean-Michel, the Webmaster. Teachers can realize an interpersonal mode activity by asking students to work in pairs or groups to share their statements or opinions elicited by the activities. Students may also do research on other persons buried near Carole in Montmartre Cemetery and present their findings to the class. The format may consist of multimedia work, poster work, as well as oral and/or written commentary. This activity would then engage the presentational mode of the National Standards.

Music opens possibilities of many teacher and student directed activities. The popularity of music, and of music videos in particular, is nearly always a recipe for success in the classroom.



Nancy Gadbois  
High School of Science and Technology  
Springfield, MA

## LE CARREFOUR CULTUREL

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### AATF COMMISSION ON CULTURAL COMPETENCE

Marie-Christine Koop, Chair



**The AATF National Commission on Cultural Competence  
offers many opportunities to AATF members!**

As a follow-up to our first volume (Singerman, Alan J., ed. Howard L. Nostrand and Allan W. Grundstrom, Co-Chairs. *Acquiring Cross-Cultural Competence: Four Stages for Students of French*, National Textbook Company, 1996), Ann Williams-Gascon is currently editing a series of cultural activities based on our guidelines which will be available on-line on the AATF Web site.

The second volume is now in its second printing: Koop, Marie-Christine Weidmann, ed. Assisted by Rosalie Vermette. *France at the Dawn of the Twenty-First Century: Trends and Transformations* (Summa, 2000). It may be purchased from Summa Publications, P.O. Box 660725, Birmingham, AL 35266-0725. Please support AATF by having your school library purchase this book.

Our third volume on Quebec is taking shape and should appear within a few months. In this issue you will find an interview of Alain-G. Gagnon, Director of the Program on Quebec Studies at McGill University (p. 11). I hope you did not miss Jean-Denis Coté's article ("La Représentation du hockey en littérature jeunesse") in the January 2003 issue of the *National Bulletin* nor the information on Quebec Studies at the University of Montreal in the April issue.

Finally, the results of Alain-Philippe Durand's national survey on graduate studies in French/Francophone culture and civilization in the U.S. will appear in the October issue of *The French Review*.

I would like to encourage AATF members to join the Commission and participate in our work. We are especially interested in articles with a cultural content for the *National Bulletin*. Please contact Marie-Christine Koop, Dept. of Foreign Languages and Literatures, University of North Texas, P.O. Box 311127, Denton, TX 76203-1127, [koop@unt.edu].

Visit the Commission Web site at [<http://courses.unt.edu/koop/aatfculture.htm>].

## TWO ACTIVITIES FOR THE CLASSROOM

### Le Cimetière Montmartre 18<sup>e</sup> arrondissement

1. Sur le plan de Paris, identifiez le quartier où se trouve ce cimetière. Vous y voyez aussi quelle église célèbre?
2. Quel hôpital se trouve dans les environs?
3. Sur le plan du cimetière, quels sont les bus qui vous y amènent? Et quels arrêts de métro sont possibles?
4. Si je cherche des renseignements sur le cimetière, je dois entrer par quelle porte?
5. Pourquoi, croyez-vous, est-ce qu'il y a une porte qui reste ouverte uniquement le jour de la Toussaint?
6. Carole Fredericks est enterrée où exactement? Qui d'autre est dans sa division?
7. Est-ce que je peux promener mon chien dans le cimetière?
8. Expliquez en français des «réceptacles à ordures». Qu'est-ce que c'est?
9. Quelle division offre le plus grand nombre des sépultures demandées?
10. Identifiez trois autres personnes qui sont enterrées dans cette division. Faites des recherches, en expliquant leurs rôles importants.

**II. Lettre de Jean-Michel:** this exercise is based on a real letter written by a young man who has a Web site dedicated to Carole Fredericks.

Paris, le 2 juin 2003

Chers Connie et James,

Je suis vraiment désolé de ne pouvoir être avec vous ce soir. Mes examens de mon baccalauréat ont lieu cette semaine de plus je connais de problème de grève de transport [*sic*]. Croyez-moi je regrette profondément de ne pouvoir être là.

Néanmoins, j'aurais voulu vous dire combien Carole a compté (et compte toujours) pour moi: d'abord, elle a marqué mes goûts musicaux. Elle m'a fait découvrir le blues et le gospel. Tout d'abord j'entendais sa voix dans les chansons des autres quand elle faisait des chœurs. Puis le trio avec Jean-Jacques\* et Michael\* bien sûr, comme tout le monde.

Et puis ses albums solos où l'on pouvait trouver pleins d'émotions dans cette sublime voix. Mais c'est sur scène que je l'adorais, qu'elle se donnait totalement. Chaque concert était unique et si intense. Il y a plein de morceaux qu'il reste gravé [*sic*] dans ma mémoire.

C'est tellement dommage qu'elle nous ait quitté si tôt, elle me manque et l'entendre me manque. Elle avait une voix particulière dans le paysage musicale français. Comme le dit si bien Goldman, «c'est sans elle qui [*sic*] nous faudra apprendre la scène».

On n'est pas près de l'oublier, tout comme son parfum qu'elle portait et que j'aimais tant parce qu'il sentait bon la joie de vivre.

J'espère de tout mon cœur qu'elle se repose sereinement en paix.

Jean-Michel

#### Questions:

1. Pourquoi Jean-Michel a-t-il écrit cette lettre?
2. Pourquoi ne pouvait-il pas donner rendez-vous à Connie et à Jim?
3. Avez-vous jamais souffert des problèmes de grève? Expliquez.
4. Nommez les transports qui peuvent être menacés de grève.
5. Comment Jean-Michel décrit-il les concerts de Carole?
6. Qui est «Michael», mentionné dans le deuxième paragraphe? (regardez les liens à [<http://carolefredericks.net>])
7. Qu'est ce que Jean-Michel doit personnellement à Carole Fredericks?
8. Quel aspect de la vie professionnelle de Carole est-ce qu'il adorait le plus?
9. Pourquoi mentionne-t-il «le parfum»?
10. Identifiez Jean-Michel. Regardez *le livre d'or* à [[www.shine.fr.st](http://www.shine.fr.st)].

\* Jean-Jacques Goldman et Michael Jones

Used with permission of the American Association of Teachers of French, *National Bulletin*, Vol. 29, No. 2 (November 2003). AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.



**Horaires d'ouverture du cimetière**

du 6 novembre au 15 mars

du lundi au vendredi : 8h 00 à 17h 30  
samedi : 8h 30 à 17h 30  
dimanche et jours fériés : 9h 00 à 17h 30

du 16 mars au 5 novembre

du lundi au vendredi : 8h 00 à 18h00  
samedi : 8h 30 à 18h00  
dimanche et jours fériés : 9h 00 à 18h00

20, Avenue Rachel  
75018 Paris

Tél : 01 53 42 36 30  
Fax : 01 43 87 53 79

*Le public n'est plus admis dans le site un quart d'heure avant la fermeture.*

*Les bureaux de la Conservation sont ouverts du lundi au vendredi, de 8h à 12h et de 14h à 17h 30. Des visites guidées sont organisées par la Mairie de Paris, consultez le panneau à l'entrée.*

- Seuls les véhicules munis d'une autorisation peuvent accéder aux cimetières intra-muros.
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- Par mesure de sécurité, la vitesse de circulation est limitée à 20 Km / h.
- Des récipients à ordures sont mis à votre disposition dans les allées, merci de les utiliser pour y déposer fleurs fanées, papiers, plastiques ...
- Pour l'agrément de tous, veuillez respecter les pelouses et les plantations.
- L'entrée dans les cimetières est interdite à tous les animaux.
- Pour tout renseignement complémentaire, les personnels de la Conservation (ou les agents de la Surveillance les fins de semaine et jours fériés) sont à votre disposition, n'hésitez pas à les consulter.

**Mairie de Paris**

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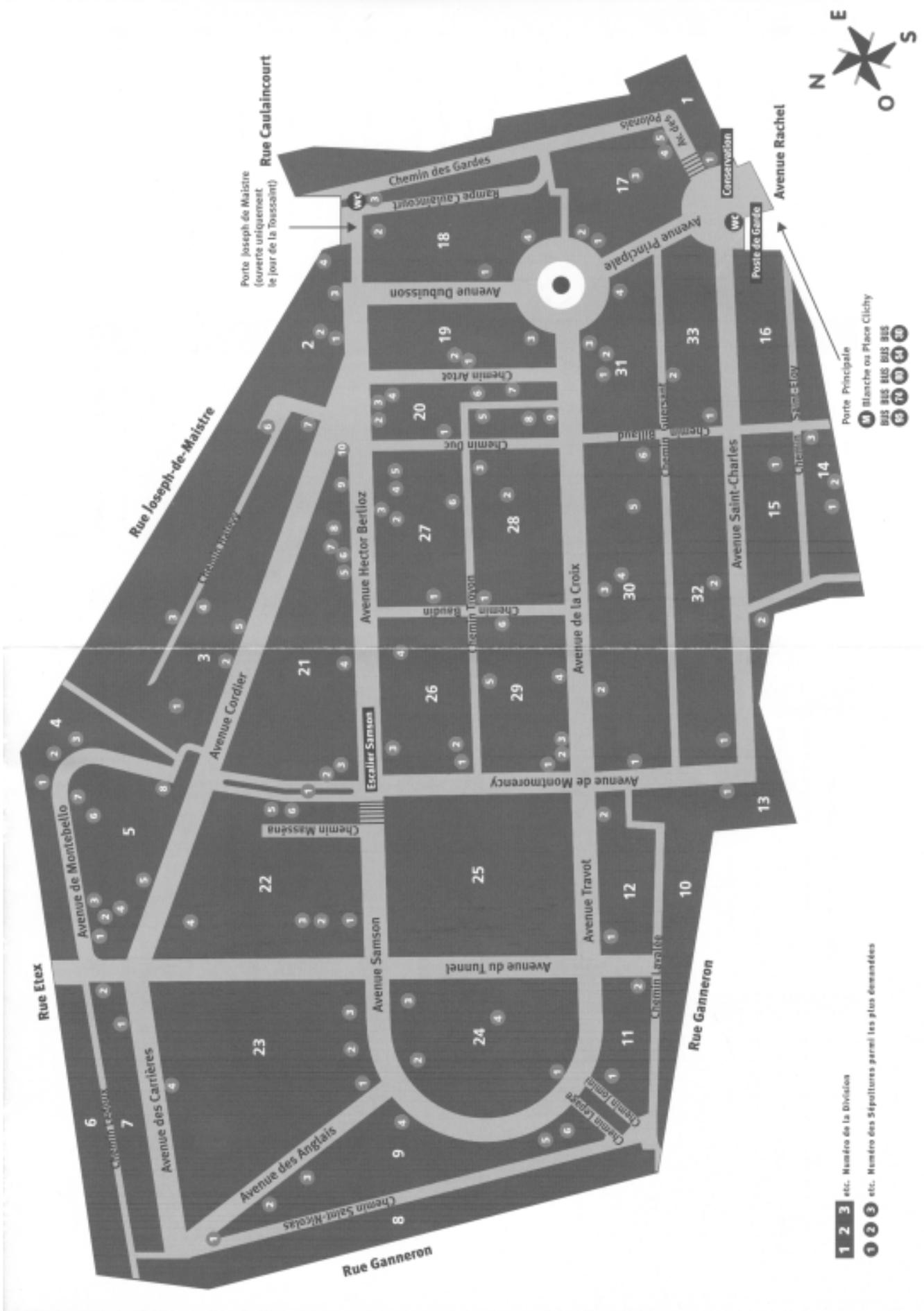
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**Sépultures  
parmi les plus demandées**



PLAN DÉLIVRÉ GRATUITEMENT / FREE MAP





22	5	ABRANTÉS (Duchesse d')	femme de lettres	17	3	DU CAMP Maxime	écrivain	20	6	KOSMA Joseph	compositeur	30	3	RÉCAMIER Julie	femme de lettres
5	3	ADAMI Adolphe	musicien	21	1	DUMAS Fils Alexandre	écrivain	17	2	LABICHE Eugène	auteur (théâtre)	3	3	REINACH Salomon	archéologue
30	4	AMPÈRE André	physicien	33	2	DUX Pierre	comédien	20	5	LACROIX Paul	"bibliophile Jacob"	22	6	RENAN Ernest	écrivain
21	6	ANATOLE (Jacques Delamare)	garde champêtre de Montmartre	24	4	FABRI Jacques	comédien	21	7	LAFFIN Dominique	actrice	17	1	ROCHEFORT Henri	journaliste
26	2	AUTANT-LARA Claude	cinéaste	30	6	FEYDEAU Georges	auteur (théâtre)	29	6	LAMOUREUX Charles	chef d'orchestre	27	5	SAUGUET Henri	compositeur
27	1	BAUDIN Alphonse*	homme politique	7	2	FOUCAULT Léon	physicien	4	3	LANNES Jean	maréchal	20	7	SANSON Charles et Henri	bourreaux
29	2	BERGER Michel	chanteur, compositeur	23	3	FOURIER Charles	philosophe et écc	20	2	LECACHE Bernard	fondateur de la LICRA	5	1	SAX Adolphe	inventeur du saxophone
20	3	BERLIOZ Hector	musicien	24	2	FRATELLINI Annie	clown	28	3	LEMAÎTRE Frédéric	acteur	22	6	SCHAEFFER Ary	peintre (musée)
5	6	BERRIAU Simone	directrice du théâtre Antoine	23	4	FREDERICKS Carole	chanteuse	5	2	LE POULAIN Jean	comédien	3	6	SEE Camille	homme politique
33	1	BOULANGER Nadia et Lili	musiciennes	3	2	GAUTIER Théophile	écrivain	31	1	LOPEZ Francis	compositeur	19	2	SÉGUR (de) Famille	général, écrivains
20	5	BOYER de LATOUR P.	général (A.F.N.)	18	2	GÉRÔME Jean Léon	peintre	23	1	LORRAINE Alain	poète et journaliste	21	4	SIMON Jules	homme politique
2	4	BRISSON Pierre	journaliste (Le Figaro)	12	1	GIRARDIN (de) Emile et GAY Delphine	journalistes	23	2	MARQUET Mary	comédienne	7	1	SLOWACKI Juliusz	poète
12	2	BUONAROTTI Philippe	homme politique	13	1	GONCOURT (de) E. et J.	écrivains	21	5	MARRAST Armand	maire de Paris (1948)	24	1	SOR Fernando	musicien (guitare)
3	7	CAMONDO (de) Famille	banquiers (musée)	2	2	GORDINI Amédée	constructeur aut	26	3	MASSE Victor	compositeur	17	4	SOUPAULT Philippe	écrivain
20	4	CARÈME Marie-Antoine	chef cuisinier	31	3	LA GOULUE (Louise Weber)	danseuse	21	10	MEIHAC Henri	librettiste	30	2	STENDHAL	romancier
31	4	CAVAIGNAC Famille	hommes politiques	27	3	GREUZE Jean-Baptiste	peintre	2	1	MÉDRANO Famille	artistes (cirque)	28	1	THOMAS Ambroise	compositeur
29	5	CHARCOT Famille	médecin, explorateur	1	1	GUITRY L. et Sacha	acteur, auteur	22	2	MOREAU Gustave	peintre	9	4	THOMIRE Pierre Philippe	orfèvre et ciseleur
29	4	CHARON Jacques	comédien	3	1	HALÉVY J. et L.	musiciens (lyrique)	5	5	MURGER Henri	romancier	27	6	TROYON Constant	peintre
32	2	CHASSÉRIAU Théodore	peintre et graveur	29	3	HAMBURGER Jean	médecin (Acad. Fr	24	3	NADAUD Gustave	chansonnier	21	8	TRUFFAUT François	cinéaste
30	1	CLOUZOT Henri Georges	cinéaste	27	2	HEINE Heinrich	poète	9	6	NIEDERMEYER Louis	compositeur	26	2	VAILLARD Pierre-Jean	chansonnier
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31	2	DERAISMES Maria	fondatrice du Droit humain	30	5	JOUHANDEAU Marcel	écrivain	20	9	POIS Patrick	champion de moto	19	3	ZOLA* Émile	écrivain
3	5	DERVAL Paul	directeur des Folies-Bergère	14	1	JOUVET Louis	acteur (Knock)	18	1	PONSON DU TERRAIL Pierre	romancier	29	1	Monument MONTMORENCY - LUXEMBOURG	
26	4	DESBORDES-VALMORE Maréline	femme de lettres	20	8	KËNIG Marie Pierre	maréchal (Bir-Hi	9	2	POULBOT François	dessinateur	17	5	Monument des POLONAIS (insurrection 1831)	
14	3	DIAZ DE LA PEÑA Narcisse	peintre	14	2	KOLTÉS Bernard-Marie	auteur (théâtre)	19	1	RAMOND Louis-François	physicien et géologue				

\* Les dépouilles d'Alphonse BAUDIN et d'Émile ZOLA ont été transférées au Panthéon

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## FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-72 (1927-1998) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

Eligible participants can search and browse the full-text of the back run, excluding the most recent 5 years. Readers can explore the rich tradition of the journals, including past reviews and analysis of the Cannes Film Festival and the Avignon Theater Festival, and twenty-five years of "La Vie des mots." For a list of institutions who participate in J-STOR, please visit [[http://www.jstor.org/about/participants\\_na.html](http://www.jstor.org/about/participants_na.html)].

J-STOR is an independent not-for-profit organization with a mission to create a trusted archive of scholarly journals and to increase access to those journals as widely as possible. Information regarding J-STOR is available at [[www.jstor.org](http://www.jstor.org)].

## THE FRENCH REVIEW WELCOMES ARTICLES FOR SPECIAL ISSUE ON FRENCH-SPEAKING CANADA

The *French Review* is pleased to announce a special issue devoted to the literature, culture, and pedagogy of French-speaking Canada. This volume will be in honor of the AATF meeting to be held in July 2005 in Quebec City. Articles should be scholarly but not exceedingly specialized. Authors should consult the Guide for Authors at the end of each issue of the *French 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, 2004**. Only submissions from current AATF members will be accepted.

### CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarship opportunities, National French Week, Small Grants, Outstanding Senior in French and Outstanding Teacher Awards [<http://www.frenchteachers.org>].

## The AATF and the National FLES\* Commission



present a new video

### "Forward with FLES\*\*"

The video addresses some important issues:

1. Why FLES\*? 2. FLES\* Outcomes
3. French Connectons 4. FLES\* and the Future

This 11-minute video was filmed in Dallas, New Orleans, Baltimore, and Rutherford, NJ. Project Coordinators: Dr. Gladys Lipton and Dr. Lena Lucietto

Many people were interviewed, and the speakers on the video represent views from different walks of educational life: superintendent, mayor, headmistress, PTA president and member, parents, state foreign language specialists, National FLES\* Institute director, principals, foreign language chairs and coordinators, AATF Regional Representatives, French teachers, Spanish teachers, students....

Funding for the video was part of a grant received by the AATF from the U.S. Department of Education Title VI.

For more information, consult the Materials Center listings on page 38.

FLES\* includes Sequential FLES, Sequential FLEX, Exploratory, Immersion

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*Surf the Web*  
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[\[www.frenchteachers.org\]](http://www.frenchteachers.org)

All the latest information on:

- National French Week
- Atlanta Convention
- *French Review*
- National French Contest
- *Société honoraire de français*
- Other AATF Services

**ATLANTA  
CONVENTION  
JULY 19-23, 2004**

## COLOR NOTECARDS



We have taken six winning posters from the 1999 AATF FLES\* Poster Contest and turned them into notecards. Great for special notes to students and parents. Six different designs illustrate the theme *Le Français: Clé du monde francophone*. Inside blank. Price includes envelopes and shipping and handling. 12 for \$10.00.



\_\_\_\_\_ sets (12 cards & envelopes) x \$10 = Total enclosed \_\_\_\_\_

Name: \_\_\_\_\_

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Tel: \_\_\_\_\_ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

**TANT QU'ELLE CHANTE, ELLE VIT**  
*apprendre le français grâce à l'héritage de Carole Fredericks*

This program, a joint venture of the AATF and CDF Music Legacy, LLC, is based on the music of Carole Fredericks, an African-American singer who emigrated to France in 1979. The packet includes six music videos and a workbook featuring des exercices pédagogiques. Because Carole was a protegee of Jean-Jacques Goldman, he has written a special tribute about her for the workbook.

Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; fax: 618-453-5733.

*Tant qu'elle chante, elle vit* video and workbook  
 \_\_\_\_\_ set(s)

\$40 per set (member price); \$45 (non-member). Includes postage & handling.

Total enclosed \_\_\_\_\_

\_\_\_\_\_ Check enclosed. Make check payable to AATF.

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**AATF MEMBERS RECEIVE  
 FULBRIGHT GRANTS**

The following AATF members have received Fulbright Teacher Exchange Grants for the academic year 2003-2004.

- |   |         |
|---|---------|
| Elizabeth Lismer                          | France  |
| San Leandro High School (CA)              |         |
| Julia Norvell                             | France  |
| Manor High School (TX)                    |         |
| Robert Slabodnik                          | France  |
| Sedro-Woolley High School (WA)            |         |
| Judy Stout                                | Germany |
| Patrick Henry High School (San Diego, CA) |         |
| Heather Wacha                             | France  |
| Norwalk High School (IA)                  |         |

If you are interested in applying for a Fulbright Grant for the academic year 2005-2006, please check the Fulbright Web site [www.fulbrightexchanges.org] for applications or telephone: (800) 726-0479, fax: (202) 479-6806, or e-mail: [fulbright@grad.usda.gov]. Applications are due by October 15, 2004. See the September issue of the *National Bulletin* (p. 36) for more information.

**WIN A TRIP TO QUEBEC CITY**

Hundreds of French students across the U.S. and Canada have participated in the annual *Test de français international* (TFI) contest. It is a fun challenge and gives students proof of their French abilities that they can use on their resumes. As a teacher, you get to see the proficiency level of your students. You can also determine if their scores have improved and compare your class scores to the national average.

This year's contest is a little different from the previous ones. It is being held from November 1, 2003 until April 30, 2004. This gives you six months to test your students. Plus, for each one of your students who takes the test your name will be entered in a drawing for a trip to Quebec City. The more of your students you sign up, the better your chances of winning. Students who participate will have their name entered in a separate drawing for \$250.

The TFI test is designed by Educational Testing Service, the world's leading educational assessment organization.

Contact Mireille Tahiani at 1-800-615-8666 for contest details or visit the Web site at [www.toeic.ca/tfi].

**SPECIAL NOTICE**

The AATF does not endorse any commercial products or services. We work with many companies which produce or distribute pedagogical or promotional materials or services. These companies advertise in our publications, exhibit at our conventions, and support the work of the AATF. You will find their names in the advertising pages of every issue of the *French Review*, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work when you need materials or services they provide. However, we do not have the personnel or resources to evaluate any of the products offered by these or other companies, and we make no endorsements. Some pedagogical products are reviewed in the *French Review*. However, it is the buyer's responsibility to evaluate the quality and reliability of any products or services they use. Any company or group that states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know about it.

**REMINDER TO FDLM  
 SUBSCRIBERS**

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 18 to notify the AATF or send an e-mail to [akwalsh@siu.edu], AND send any address changes for *Le Français dans le monde* to [fdlm@vuef.fr].

**WORLD CONGRESS OF FRENCH  
 TEACHERS**

**ATLANTA JULY 19-23, 2004!**

**Attend the AATF convention as we again join forces with  
 the *Fédération internationale des professeurs de français*.**

**French teachers from over 120 countries coming together  
 to celebrate the French language and all its cultures.**

# CHAPTER NEWS

## Central New York Chapter

Abbe Guillet, a French teacher at Baker High School in Baldwinsville, NY, was recognized for outstanding teaching. She received the Louis Germain Award for excellence in teaching from the Central New York AATF Chapter. This is a new award that was established in 2002 in honor of Louis Germain, teacher of Albert Camus. It is used to recognize outstanding French teachers at the local level. Maryse Whorrall received the Friend of French Award for promoting the French language and culture. Maryse gives tours in French at the local museum and does *santon* presentations at area schools. The awards were given at an awards dinner at a French restaurant in Syracuse. Elizabeth O'Hara was guest presenter at the Central New York fall meeting in October. She gave an outstanding presentation on using technology in the second language classroom. The Chapter held a Mardi Gras dinner and celebration in Syracuse. The National French Exam Awards Luncheon was held in May for 288 people. Prizes were awarded to 200 students. The Central New York Chapter had 54 National Winners in *le Grand Concours*. Congratulations go to Warren Scoones who has been selected as 2003 Contest Administrator of the Year. He has done a fantastic job as Contest Administrator for Central New York as well as serving as Contest Administrator for the *Pays du Nord* Chapter.

Submitted by Georgette Schmidt  
Region III Representative

## Delaware Chapter

The Delaware AATF Chapter has experienced many highs once again this year with the celebration of Francophone Day, now in its fourth year, *La Semaine du Français* and great participation in the *Grand Concours*. We are, however, meeting new challenges with French Middle School programs being cut from our two largest districts. Parents have organized, and the state foreign language organizations are joining forces to stop the tide that is threatening to advance and swallow up other programs.

On the brighter side, the *Semaine du Français* was indeed a memorable experience. Although we had all celebrated *La Semaine* in the past with numerous activities but never before with the support of so many individuals and on such a grand scale. As a fourth year president of the Delaware Chapter, I felt the responsibility for organizing activities that would engage more people and that would make French and all things French more visible to the public. I was aware that if I were to organize state-

wide activities, I would need the support and cooperation of many individuals. I started planning quite early. At the end of the school year, before everyone left for the summer, I sent out a message to all those I knew were leaders and workers outlining my plan, listing the activities I envisioned, and assigning a role to each. I further added that I would write a grant proposal to the National AATF requesting \$500—the maximum amount of the grant—provided that I had their support. It was no surprise to me that all offered their approval and support for such is the spirit of Delaware teachers of French!

Donna Coulet Du Gard began planning immediately. A member of the Board of the AATF Chapter and Vice-President of the *Alliance française*, she recruited a friend from Strasbourg to conduct a cooking demonstration and a *dégustation*. Andea Lacombe, Past-President of the Chapter and an AATF Board member, provided the venue for this activity since her school still has Home Economics classes. Lysette Hall, President of the *Alliance française*, agreed to give a short talk on the cinema followed by the showing of *Amélie* and a discussion. Ellen Bailey, Chapter Treasurer, and Nora Walstrum, former National French Contest Administrator, promised to take care of financial matters and awards. Kevin Ruth, a Board member, succeeded in getting a proclamation from our Congressman Mike Castle, also known as “Michel Château.” His words were sweet music to our ears since Congressman Castle is the Chair of the Education Subcommittee which makes decisions for K12 in Washington, DC. The Congressman’s message concluded with a message en Français, “Bonne chance pour une occasion exceptionnelle!”

It is evident that a plan of this magnitude cannot be carried out without the support of many. Such was the case also on our University campus. During *la Semaine*, the French Club and I, the advisor, managed to expose the students to everything French. The President of the Club, Alexandra Bortnick, was interviewed on the local radio station to talk about *la Semaine*. She convinced the dining halls to feature French foods during the week. We decorated the *Restau-U* with posters and a large *tricolore* while French music played in the background. We did not have enough money to purchase the five flags we needed, so I sewed five beautiful flags for a total cost of \$14! A reporter interviewed us, and an article appeared in the *Review*. We hired a disc jockey to play French music outside the Student Center. The *bleu-blanc-rouge* and the music slowed down the pace of the cu-

rious students who stopped and chatted with the Club members. During the entire week, posters extolling the many functions of the French language were showcased in the Student Center. Yet it was the final activity that topped all others.

On November 14<sup>th</sup>, we had a celebration for the top high school students of French—one per school—, their parents and teachers, our Club members, the French faculty, and any other students who could get away from their studies. The French faculty provided refreshments, two Club members performed; one played the “Méditation de Thaïs” of J. Massenet, while the other sang “Au bord de l’eau” by Fauré. After a brief welcome, a trio of musicians and dancers played the music of the old provinces and demonstrated folk dances. Within minutes, high school students, parents, university professors, university students, all held hands forming a dance line that wove throughout the hall while curious passersby peered through the windows to see what was the cause of such merriment! The dancing had to come to a stop in order to award certificates and cash prizes to the “AATF Star Students.” Many lingered at the refreshment table hesitant to leave the convivial environment.

The enthusiasm generated during the week and in that room has not yet subsided. What is remarkable about this *Semaine* is that it had a ripple effect. In addition to contributing financial resources—all activities were free of charge to participants—and helping in the statewide activities, the major players also planned similar activities in their own schools, involving their own communities. What a week it was! We were all exhausted! Will we do it again? But of course! “Je crois que c’était une fête inoubliable pour nos lycéens,” said one colleague while another exclaimed “emporté par mon enthousiasme, j’ai même dansé.” Well, I guess à *l’année prochaine* since *no-blesse oblige!*

Alice Kalakian Cataldi  
President

## Hudson Valley, NY Chapter

The Hudson Valley Chapter honored National French Contest winners at an Awards Ceremony at Union College in Schenectady. Over 100 prizes were awarded to students at the awards ceremony. Thanks to the efforts of Robert Ludwig, these prizes were donated by book publishers. This year 1,863, students from throughout the Hudson Valley region participated in *le Grand Concours* which was once again so successfully coordinated by Robert Ludwig, Luci Bianchi, Sue Williams,

and Dr. Allen Remaley. Congratulations to the 50 National winners in the Hudson Valley Chapter. In the Hudson Valley Chapter, high schools have held a French Night. Saratoga High School and Lake George High School each held a French Night which is an incredible evening filled with song and dance. Students lip-sync to popular French tunes. They choreograph their own songs and design props, scenery, and costumes. This spectacular event was attended by over 1,000 people. This event has become an incredible motivational incentive for students to go on with their studies of French. Many students have said that they signed up for French just so that they could be in French Night. The night of the performance, judges are asked to pick the Best of Show, the Best Costume, the Best Choreography, and the Best Back Up Singers. French night has been so successful that it will now be held every year.

Submitted by Georgette Schmidt  
Region III Representative

#### **Lehigh Valley, PA Chapter**

The awards ceremony for the *Grand Concours* was held in May. As usual, it was well attended. Judith Vichr reported over 600 participants this year and 39 winners at various levels. Some keep winning each year.

Celebration of National French Week 2002: Josée Vachon and a professional folklorist and singer from Maine born in Quebec and wife of Kutztown University's new president Dr. Javier Cevallos, sang and presented her Francophone experiences through her French songs to several French classes. Dr. Amadou Guissée spoke about his country, *le Mali*, past and present. Students were very intrigued by his genuine willingness to inform them. His presentation turned into an interview.

On November 15, Diane Ortwein, Alex Raymond, and Esther Falcone organized a French party to close the week of celebrations. Many French people from the Mack Trucks Co. and their relatives visiting from France attended. The food prepared by student Esther Falcone, who has taken culinary seminars in Italy and France could have made *Le Bec Fin's* chefs jealous. Each course was a feast, *coquilles Saint Jacques*, *lapin aux herbes*, *haricots verts nouveaux* in a special sauce, *cœurs d'artichaut*, etc...we even had champagne after the students left.

Cherylene Shollenberger reports that her French Club trip to New York City for two days in April was a great success. The students had two full days of French! During National French Week, she invited the Culinary Institute of Pittsburgh to do a demo in the home economics room with chocolate fondue. They also had the pleasure of hearing Josée Vachon in a mini concert. The

students made badges in class and advertised French phrases on them, and a student made an announcement about French culture and companies around us on the TV news each morning. It was impressive! There are five French-owned businesses in our own tri-county area. Cherylene also did a word of the day that the students used in the English language and explained what it literally means in French, like "faux pas." The French Club also sells bonbons each year to raise money for the club. They have just resumed a project that involves monetary support to a poor family in Haiti, a family with whom one of Cherylene's students made contact over seven years ago. She was not aware that the family was still alive until she recently received a letter from the mother thanking her and hoping that perhaps they could help a bit now. Students who were active members of the French Club were rewarded with certificates and French pins at a dessert social that Cherylene organized.

Judith Vichr held a reception to introduce the new Fulbright Exchange teacher from Bénin to the parents. She also organized an assembly to introduce the Foreign Exchange students to the student body at school. The students took a trip to the Zoellner Arts Center to see an African-American group perform, and they also had the opportunity to visit Kutztown University to see a group of musicians from Mali. The students organized a car wash to pay for donations that were sent to Bénin.

Lucy Allison, from Perkiomen School, writes: "We have club meetings with dinner and movies 3 or 4 times a year. We went to see *The Little Prince* and to New York to the Met and to a French restaurant.

In April, two students of President Pascale Dewey entered the 8<sup>th</sup> Spring Undergraduate Research Symposium sponsored by the Kutztown University Honors Program to celebrate the inauguration of Dr. Javier Cevallos. Christopher Santini presented a paper entitled "The Growing Rift: French and American Relations" and Anna Farell presented a paper entitled "Napoleon Bonaparte: Truth and Myth of a Genius."

S. Pascale Dewey  
President

#### **New Jersey Chapter**

The following is a list of activities for the 2002-03 academic year:

Fall Meeting, September 2002: workshop on Victor Hugo by Professor Marie-Christine Massé of Drew University;

National French Week Concerts, November 2002: two concerts by the Colmar Boys Choir, one at A.L. Johnson High School and one at North Hunterdon High School;

February 2003: *Journée des éditeurs francophones* organized by Nicolas

Gachon at Rutgers University in conjunction with the French Resource Center;

*Le Grand Concours*: February-March 2003. More than 2000 students participated;

Spring Meeting, March 2003: workshop at the Metropolitan Museum of Art in New York City on "How to Teach Impressionism," organized by the New Jersey Chapter;

Foreign Language Educators of New Jersey Conference, March 2003: workshop by M.L. Hollander, V. Levy, and J. Lichtenwalner on "What Works in the French Class;" "A Brain-Compatible Foreign Language Classroom" presented by T. Kennedy, Editor of NNELL; and a presentation on TV-5 by its local manager;

Statewide Awards Ceremony for the *Grand Concours*, May 2003: There were 137 awardees. Nicolas Gachon, Michel Robitaille, *Délégué général du gouvernement du Québec*, Stephen Dreyfuss, Member of the Board of the French-American Chamber of Commerce, and Dr. Swenson, Chair of the French Department, presented the awards to the students.

Marie-Laure Hollander  
President

#### **Ohio**

The University of Akron's Martin Center was the site of a one-day immersion workshop for Ohio AATF members and guests. Eighteen Francophiles met and conversed, and in the morning, heard a presentation by Rita Stroempl of Cleveland Public Schools, Chapter Vice-President, on her recent AATF-sponsored trip to Pau, France, and saw *diapos* of the region, and of the *Tour de France* that passed through Pau. Kirsten Hailing of Wright State University assembled a variety of contemporary French hit songs from Francis Cabrel, les Nubiens, Noir Désir, Florent Pagny, Jean-Jacques Goldman, etc. and shared ways to engage students in the art of active listening to appreciate the many levels of meaning.

After lunch at the Martin Center, Susan Colville-Hall of the University of Akron (UA), shared her souvenirs of Martinique and reported on the AATF *congrès* held there in July. Pictures of the island and people and a brief history of Martinique showed the beauty of this corner of *la Francophonie*. Patricia Jawyn, of Ellet High School in Akron and UA, presented the award-winning film by Canada's premier animator, Frederic Back, *L'Homme qui plantait des arbres* (1986), an animated version of the Jean Giono short story of the same name, written in the early 1950's. This tribute to perseverance, generosity, simplicity, and anonymity, seen through one man's life work, was a fitting salute to teachers everywhere.

Debbie McCorkle of Chillicothe, Chap-

ter Secretary-Treasurer, presented certificates of attendance to all participants, and Rita Stroempl urged members, during the business meeting that concluded the day, to participate in the AATF, to share ideas for the upcoming National French Week, and to keep in touch with each other.

Patricia Jawyn  
Chapter President

### Philadelphia Chapter

The Fall conference was held in September at the French International School of Philadelphia. Abbe Guillet, a teacher at C.W. Baker High School in Baldwinsville, NY presented "Activités pour enseigner l'art français en Français." Her presentation had won Best Presentation of the 2002 Northeast Conference. Sixty of our members attended the morning workshop. Many stayed for lunch and then toured the Barnes Foundation.

The official opening of National French Week in Philadelphia took place at the Philadelphia Cathedral. Diana Regan had arranged a concert by *les Petits Chanteurs de Saint André de Colmar*. This concert was co-hosted by the renowned Philadelphia Boys Choir.

The fourth annual *Matinée francophone* for students was held in November 2002. The featured performer was the French recording artist Éric Vincent. The ticket price was \$7 and the total of \$610 was given ceremonially to Éric Vincent for a charity in Chad. Éric had put Loreta Chirico, the Chapter President, in touch with Mme Catherine Courbin, wife of the French ambassador to Chad. Her special charity is the *Centre d'éducation spécialisée pour enfants retardés* in N'Djamena. The money was transferred to the Center's bank in N'Djamena after the concert.

The Chapter awarded cash prizes to 4 winners of our National French Week poster contest. We also awarded cash prizes to nine winners of our National French Week essay contest. The contest categories were: elementary, intermediate, secondary, and college. The winner of each category received \$50 from the chapter. The runners-up received \$25. We used the national themes for each contest. National French Week tee-shirts, pencils, and Éric Vincent CDs were given out as door prizes to the students. All students were given a bag of Eiffel Tower gummies.

A message in honor of National French Week again lit up the Philadelphia Electric Company (PECO) skyscraper. The PECO Company has supported National French Week since its inception in 1999.

Two winter events were held for teachers. The first was a presentation by Charles Cook, a local filmmaker. His feature film, entitled *Tête à tête*, was shown on in Feb-

ruary at Widener University. The 100-minute film depicts one night in 1775 when the new world's destiny depended on Francis Daymon to arrange secret spy meetings with the French envoy, Julien Achard de Bonvouloir, and the colonial conspirators Ben Franklin and John Jay. Mr. Cook explained how to use the accompanying study guide in the classroom. He also answered questions about the film. We invited Social Studies teachers from the Philadelphia area to attend.

Because of the Philadelphia Museum of Art exhibit, "Degas and the Dance," we invited Jean French from the Museum's Education Department to our March meeting. Ms. French narrated a slide show of the paintings in the exhibit and also of other Museum holdings that contemporaries of Degas painted. She brought slides for the teachers and other materials that could be used in the classroom. Many of the Chapter's members took students on field trips to the exhibit. In March at Chestnut Hill College, Eileen Angelini presented a workshop on "À la Recherche du Québec" at the annual Modern Language Association of Philadelphia and Vicinity (MLAPV) meeting.

The major event of the academic year was the Molière weekend. Diana Regan brought Pierre-Olivier Scotto and Martine Feldman of the *Compagnie du Belvédère* to the U.S. to instruct teachers on how to use the plays of Molière at all levels and to give a performance of his original one-man play, *La Comédie imaginaire: un voyage au pays de Molière*. The weekend was co-hosted by the French Institute of Culture and Technology at the University of Pennsylvania. The teacher workshop was followed by a lunch with the artists and the performance the next day. Both events took place at the University of Pennsylvania. A special thanks to Juliette Parnet, Director of the French Institute at the University of Pennsylvania. Her help, support, and encouragement were invaluable to the success of the weekend.

The annual *Distribution des Prix* was held in May at Chestnut Hill College. Sister Mary Helen Kashuba organizes this night to honor all the winners of the *Grand Concours* in the Philadelphia area. Along with the prizes and certificates from the national level, students receive cash prizes and trophies from our chapter. We also honor the winner of the Professional Development Award at this ceremony. This award was established to encourage new teachers of French to become active AATF members and to continue self-improvement by attending professional conferences. The winner receives a one-year free membership in the AATF and reimbursement of up to \$200 for conference attendance. Geraldine Boussion of the Agnes Irwin School for Girls

in Rosemont was the 2003 winner.

In May at the Agnes Irwin School Chapter members were invited to the premiere of *La France Divisée*, a documentary film by Chapter members Barbara P. Barnett and Eileen M. Angelini.

Loreta Chirico  
President

### Rochester, NY Chapter

Rochester: Chapter President and Contest Administrator Laurie Farber reported that 300 students in Rochester took the National French Contest, and there were thirteen National winners.

Submitted by Georgette Schmidt  
Region III Representative

### Susquehanna Valley, PA Chapter

The Susquehanna Valley Chapter has been engaged in numerous activities this year. In the fall, members attended a meeting where Nancy Smekal, AATF *boursière* to Pau, France presented historic details of the area as well as a taste of a local jam from Pau. The information on her research of Henri IV and current expressions were of interest to all. In November Millersville University was the setting for a *Journée francophone* prepared for high school French students. The students attended a joint meeting on the programs at MU. Following a scavenger hunt on different French-speaking countries, the students observed a culinary demonstration on the making of Napoleons that they enjoyed eating. After lunch, the students engaged in *Qui veut être un millionnaire*, a stimulating game between different high schools.

However, by far the most exciting event was in November 2002 when Yvette Rowdy arrived in Lancaster to speak on parity at Millersville University. A reception for her was given by the AATF at the president's home where many local Francophiles as well as AATF members welcomed a rather exhausted ministre and secretary.

In February local historian James McClure spoke on the role of Lafayette in York County's "Nine months in Yorktown" and his contribution to favoring Washington's leadership.

The Chapter has continued to pursue exciting activities for our teachers as well as for the students of the Susquehanna Valley. March concluded with the *Grand Concours*, and the award reception in May included the invitation to winners' parents to the annual luncheon.

JoAnn L. Piotrowski  
President

### Northern Virginia/Washington, DC Chapter

The first chapter meeting took place in

September 2002 at the home of Muriel Dominguez. Present were Muriel Dominguez, President, Margaret Ann Kassen, Vice-President, Regina Dee, Secretary, Vonnique Von Way, Treasurer, Laura Walker, National French Contest administrator, Libby Schollaert, Immediate Past-President, and Helen Pfohl, Immediate Past-Secretary-Treasurer. The board members began the meeting by introducing themselves. The following information was shared with those present. The national office has agreed to accept the name Northern Virginia/Washington, DC Chapter which was adopted because of chapter member votes. It was suggested that the NOVA/DC abbreviation be used in local mailings. This suggestion would have to be voted upon in order to be implemented. The treasurer's report was given. A handout from the September 2002 AATF regional meeting at the French Embassy was distributed and discussed. Gratitude was expressed to Region IV Representative Diana Regan and French Cultural Attaché Roland Celette for arranging this meeting. Possibilities for future scholarships, cultural events, and member involvement in activities were presented.

The chapter decided to sponsor a swap-shop to coincide with National French Week for the first member activity. Accordingly, a swap-shop was held at Marymount University in November 2002. Those who attended enjoyed a reception and breakfast organized by the chapter president, Muriel Dominguez, who teaches French at Marymount. The reception was followed by a French grammar lesson plan exchange coordinated by Regina Dee, chapter secretary. Members also exchanged ideas for improving French language instruction, such as using Internet activities, games, music, and cooperative learning to inspire and maintain interest in French grammar.

The next event which chapter members supported enthusiastically was the 50th Anniversary of the NECTFL Conference held in Washington, DC. Two of our members attended the Advisory Council luncheon and annual meeting. Many thanks to Diana Regan for organizing the workshop on Molière. Both the workshop and the performance were a great success. The chapter president participated in this workshop, and many of our chapter members enjoyed a lively theater performance and reception at the French Embassy.

The chapter plans to have one final meeting this semester for the board and interested members. The meeting will be held at Marymount University.

Muriel Dominguez  
President

**Pays du nord, NY Chapter**

Jean Ouedraogo, French teacher at

SUNY Plattsburg, and David Graham, are the new officers for the *Pays du Nord* Chapter. Warren Scoones has served as Contest Administrator for the *Pays du Nord* as well as the Central New York Chapter. The *Pays du Nord* Chapter held a holiday party in December.

Submitted by Georgette Schmidt  
Region III Representative

**Western New York Chapter**

National French Week was again the focus of the chapter's activities. The week opened with a Gala Kick-Off followed by concerts: Éric Vincent, Pierre Bensusan, and Georgette Dion Jebb. The week's activities included a cooking school, *le Ballet national du Sénégal*, a French play sponsored by the *Alliance française*, an evening of Francophone lectures at the university level, the Weather Outside (TV appearance), and chapter essay and poster contests. One new activity was Beret Day. This was a hands-on activity for publicity. Patterns for berets were sent to teachers. Students used the patterns to make berets. The school having the most students wearing berets on Beret Day was to be televised. One school had 450 students wearing berets. The Western New York Chapter also sponsored a Francophone Festival. This was a fair for all levels of students and the community as well. There was food by a French chef, traditional fabric by a woman from Togo, books from the Canadian Consulate, a gift basket from Liberty Travel, a Senegalese drummer, Lebanese girls dancing, and *maghrébines* tattooing with henna. In March, the Western New York Chapter celebrated Mardi Gras. Catherine Lochtefeld did a fine job this year as Contest Administrator. The number of students participating in *le Grand Concours* increased thanks to Catherine's efforts. The Western New York Chapter is proud of the 16 national winners as well as all the students who placed in the chapter.

Submitted by Georgette Schmidt  
Region III Representative

**BOIVIN CENTER FOR FRENCH LANGUAGE AND CULTURE**

On April 10, 1985, the Boivin Center for French Language and Culture was created at the University of Massachusetts Dartmouth, thanks to a donation of \$100,000 by Dr. Omer Boivin, a 95-year-old Fall River physician and prominent member of the Franco-American community.

Dr. Boivin expressed his wish that the Center would serve as a testimonial *par excellence* to the study of and interest in *la belle et douce langue française* which meant so much to him personally. The Center was named in honor of the doctor and his wife.

Long active in Franco-American affairs, Boivin didn't want people of French descent to forget their important heritage. "French is the language of diplomacy," he once told me. "It's an internationally important language. There is no other language quite like it...I want to bring back the French language and culture to this area." Boivin continued, "I believe the University affords residents of this area the greatest opportunity to keep French alive."

Over the years, the Center has awarded yearly Boivin scholarships, has offered a certificate program in International Marketing and French, and has sponsored a plethora of important cultural programs.

Just this past year, for example, the array of prominent guests drew crowds of enthusiastic students, faculty, members of the community, and invited guests. Former U.S. Senator Paul Simon (IL) spoke on "The Importance of Foreign Language Study in Today's World." Professor William Carter lectured on "Marcel Proust: The Great Adventurer." Marcel Marceau actually spoke on his life and career. Polly Platt, celebrated author, journalist and consultant, spoke on "French and Americans—Working Together or Apart?" Maia Weschler presented her documentary "Sisters in Resistance" and brought with her Jacqueline Pery d'Alincourt, who had actually participated in the French Resistance Movement.

A few years ago, the Center commenced interviewing Franco-Americans of the Southeastern New England region to preserve their personal history and provide future generations with a sense of the role these individuals played in the region.

Current members of the Board of Directors are Professor Suzanne Pelletier, Professor Norman Valiquette, Janel Lafond-Paquin, and Cynthia Yoken. The honorary members are Julia Child, Ambassador Pierre de Boisdeffre, Marie-Claire Blais, Senator Paul Simon, Professor William Carter, and Marcel Marceau.

Mel Yoken  
Director, Boivin Center

**MARK YOUR  
CALENDAR!  
ATLANTA  
IN 2004!**

**Attend the AATF convention as we again join forces with the *Fédération internationale des professeurs de français*.**

**French teachers from over 120 countries coming together.**

# 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 2005, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Luncheon in Atlanta.

Nominations may be made by an individual AATF member in good standing or by an AATF Chapter. All nomination documents must be submitted by the deadline of **March 1, 2004**.

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 (see pages 41 where the 2003 recipients are recognized).

## 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, 2004**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by April 1, 2004. 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, exchange programs, and competitions, or
  - e. students' high performances in French on standardized tests.
2. professional growth and development which may include
  - a. participation in AATF chapter and national activities,
  - b. participation in foreign language conferences, workshops, and seminars,
  - c. pursuit of advanced degrees and education, or
  - d. grant-supported research, projects, workshops, or travel.
3. contributions to the profession such as
  - a. leadership and service in professional organizations including the AATF,
  - b. research or presentations at conferences or publications in professional media, or
  - c. sponsorship of extracurricular activities or student exchange programs.

## 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 offi-

cially 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 on the AATF Web site [www.frenchteachers.org], from Chapter Presidents, and upon request from AATF Headquarters.

2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and/or contributions to the profession. These two letters of recommendation are limited to only one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have firsthand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted with the original nomination packet and three copies, organized into four complete packets for distribution to committee members. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the four packets for the nomination to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The nomination must be postmarked no later than **March 1, 2004**.

## Have a Question?

If you have a question about the *Grand Concours*, about the AATF Convention, about membership, about your local chapter, about the work of our Commissions, about National French Week, go to the AATF Web site at [www.frenchteachers.org]. You will probably find the answer there.

# PROMOTIONAL MATERIALS TO ENLIVEN YOUR CLASSROOM

**French Promotional Video: *Open Your World with French/Le français m'ouvre le monde***

AATF has produced a 10-min. video to encourage American students to study French. The video is fast-paced and entertaining. It can be used to recruit students of all ages as well as to show parents, administrators, counselors. \$15.00(member)/\$18.00 (non-member).

**Promotional Video: *Forward With French***

The AATF has produced a 10-min. video of testimonials from business people who use French in their work, including a travel agent, an immigration lawyer, and a businessman. Condensed from a video produced by the Western New York AATF Chapter, it shows why French is still the language to learn. \$15.00 (member)/\$18.00 (non-member).

*Forward with French* bumper stickers also available 2 for \$1.00/10 for \$4.00.

**Promotional Video: *Forward with FLES\****

This 11-min. video encourages French FLES\* programs with comments from experts, administrators, and teachers. \$15.00 (member)/\$18.00 (non-member).

**Tee-Shirt: *Le français m'ouvre le monde***

The front side of this navy blue tee-shirt reads: *Le français m'ouvre le monde* and shows a map of the world with areas where French is the official language highlighted in red. The back lists in French 46 areas where French is the official language under the heading *Ici on parle français*. \$18.00

**AATF Travel Guide:** 119-page volume addresses many areas of interest to teachers planning student trips abroad, including travel companies, programs, exchanges, prepackaged tours, how to start a trip from scratch, help for the independent student traveler, orientation, liability, and helpful tips and resources. \$12 (member)/\$15 (non-member)

**Calendrier perpétuel:** Newly revised and expanded 104-page volume highlights significant events in French and Francophone history as well as birthdates of famous individuals in the Francophone world. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (non-member)

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

\*Prices as of 9/1/03



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**PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE.**  
 Purchase orders accepted. Special prices for quantities may be available. Please inquire.

Quantity	Size	Cost
_____ Navy Tee-Shirt @ \$18	L XL XXL (circle size required)	_____
_____ Video @ \$15/\$18	(add an additional \$1 for XXL)	_____
_____ Open Your World / Forward with French / Forward with FLES* (please circle)		_____
_____ Travel Guide @ \$12/\$15		_____
_____ Calendrier perpétuel @ \$15/\$18		_____
_____ Bumper Stickers 2@\$1/10@\$4		_____

**TOTAL ENCLOSED** \_\_\_\_\_

Name \_\_\_\_\_

Telephone (day) \_\_\_\_\_

Address \_\_\_\_\_

## AATF SMALL GRANT ACTIVITY

In Spring 2003, we were able to create a wonderful connection with a local grammar school, thanks to a small grant. The French Club at Schurz High School worked with a third grade bilingual (Spanish/English) class at Reilly School.

First, the French Club planned for our visit to Reilly. We discussed possible activities and planned which students would work at each station. They planned geography, conversation, art, and singing. I helped each group collect resources to use.

We visited Reilly for two class periods. Señorita Eros (the third grade teacher) divided her room into four stations, and the students rotated after 10-15 minutes. Mlle Wadycki from Schurz also came with us. We took ten French Club students.

Students at the geography table labeled and colored a map of France. Students at the conversation table learned basic phrases "Comment vas-tu?" and "Je m'appelle \_\_\_\_\_." Those at the art table colored outlines of famous masterpieces. The hit was the singing table. Our students used "La Voix en Rose" by Rose Nadolsky to teach the third graders a "Bonjour" song, and then "Tête, épaules, genoux et pieds."

During the next week, Reilly and Schurz students worked on making souvenir t-shirts to wear for the *pétanque* tournament.

One week later, the Reilly students came to our school for a picnic and *pétanque* tournament because their school does not have a field. We ate bread with Nutella, *pain au chocolat*, and drank Orangina. Next we divided the third graders into teams, and the French Club students supervised the match.

A good time was had by all at both events, and we hope to make the partnership an annual event.

Samantha Godden-Chmielowicz  
Chicago/Northern Illinois Chapter



# PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

**French By the Numbers**

AATF's newest promotional flyer. White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace and particularly to the American economy.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

**French is Not a "Foreign" Language**

New promotional flyer. Black and white on forest green flyer illustrates how close English and French are. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

**Why Learn French**

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

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

**Speaking French: an investment in the future**

Red, white, and blue brochure explains why French is a world language! It explains why today's French student isn't only learning a language rich in history and culture but also is opening a door to greater career opportunities.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

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

A red, white, and blue brochure which lists 10 excellent reasons why students should learn French, including increasing their advantage in the global job market and improving their critical and creative thinking skills.

50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

**New! Why French FLES\*? (developed by the AATF FLES\* Commission)**

This color flyer offers reasons and testimonials on the importance of beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools. 50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

To order these materials send your order and check to AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.



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

\*Prices as of 9/1/03

<u>Quantity</u>	(all prices cover first class postage & handling)	<u>Cost</u>
_____	French By the Numbers @ \$0.10 each, 50 @ \$5.00	_____
_____	French is Not a "Foreign" Language @ \$0.10 each, 50 @ \$5.00	_____
_____	Why Learn French? @\$0.10 each, 50 @\$5.00	_____
_____	Speaking French @\$0.10 each, 50 @\$5.00	_____
_____	Top Ten Reasons to Learn French @\$0.10 each, 50 @\$5.00	_____
_____	Why French FLES*? @\$0.10 each, 50 @\$5.00	_____

**TOTAL ENCLOSED** \_\_\_\_\_

**Name** \_\_\_\_\_ **Telephone (day)** \_\_\_\_\_

**Address** \_\_\_\_\_

## FRANCO-AMERICAN EXCHANGE 2003

In April 2003, forty-two students from the *Lycée Charles de Gaulle* in Dijon, France, and their five History/Geography, Philosophy, Science, and English teachers landed at the Greater Cincinnati/Northern Kentucky International Airport to begin a two-week exchange with Bishop Brossart High School in Alexandria, Kentucky. This is the third time



my students have welcomed a group of students from this French high school. Because there were so many students arriving from France, I also invited students from Campbell County High School, Grant County High School, Harrison County High School, and Villa Madonna Academy to join us in hosting these students.

We sponsor the exchange every other year, and it has proven to be a real "shot-in-the-arm" to our French program. The students and teachers alike feel the excitement both before and during the visit by the French students. There is really nothing like it. The students from France present interesting exposés on French life and culture while they are in our classrooms. Afterwards, the references we make to our new French friends are ongoing. I cannot tell you how many times I have occasion to ask my students what their partners or their families said or did as we discuss customs and manner of speech. The examples we continue to uncover are never ending.

This year's exchange was, in fact, somewhat tenuous as the war with Iraq had just gotten underway. I was asked at school over and over again whether we would proceed with the exchange. Our partners had made all their plans, purchased their tickets, met with parents, ironed out any issues some may have had on their end, and declared how anxious they were to make another exchange trip to meet us. They wanted to come, and we discussed our countries' positions on the war, and, in some cases, agreed to disagree. Nonetheless, diplomacy was the buzz word, and my students even appealed to the student body in a well-worded announcement that their partners were students like ourselves and independent of their respective government's policies in this affair. They were, after all, kids like us making the educational trip of a lifetime. Why not

welcome them with open arms? So we did.

After requesting the monetary support of both the Kentucky Chapter and the National AATF and being granted \$500 from each

we were on our way to being able to finance such an exchange. The American families chipped in at least \$50.00 each to pay for tickets to the *Lion King*, to a Cincinnati Reds game, entry fees for the Cincinnati Museum Center and Omnimax

theater, the Kentucky Horse Park in Lexington, and an evening of cosmic bowling at the local bowling lanes. Financial backing was also given us by the Alexandria Business Community and the Newport Rotary Club. A total of \$1750 was needed to pay our expenses for the exchange activities.

Throughout the two-week exchange, we had many different outings planned for the entire group. The French students and their teachers attended classes at our high schools every other day, and we took them or sent them on field trips the other days. These included trips to Frankfort, the state capital, the Kentucky Horse Park, a guided tour of Cincinnati and Northern Kentucky with a docent from the Natural History Museum, a guided tour of American art at the Cincinnati Art Museum with lunch in Eden Park, and a tour of local farms and vineyards in our area. On the weekend we treated our French guests to a Broadway performance of the *Lion King* in Cincinnati (special underwritten tickets were granted us at \$10 each!) and a Reds game. The Reds won that night, and thus we saw quite a fireworks display at the game. Many partners also accompanied my students to the 27<sup>th</sup> Annual Regional Foreign Language Festival at Northern Kentucky University that Saturday to see them compete in events such as Drama, Chorus, and to see the costumes, models, and art work they had entered in the competition. Our farewell dinner was attended by at least 150 students and family members. Of course, we served Kentucky Fried Chicken along with the pot luck dishes brought by the American families.

On behalf of my four colleagues, I would like to thank the AATF for its support. I know our guests were impressed by the wide range of activities we were able to plan.

Mimi Hagedorn (KY)

## PHILADELPHIA USES AATF SMALL GRANT FOR FRENCH PERFORMERS



Martine Feldmann-Scotto, Diana Regan, Pierre-Olivier Scotto, and Léa Scotto

After a year of planning and many e-mails, Pierre-Olivier Scotto and Martine Feldmann arrived in Philadelphia to perform their original one-man play, *La Comédie imaginaire: voyage au pays de Molière*. Diana Regan, Region IV Representative, invited them to come to the U.S. to present a teacher workshop followed by the performance. Chapter officers and Mme Regan planned a three-hour teacher workshop. Both events were held in April at the University of Pennsylvania. Under the direction of M. Scotto, the workshop attendees had the unique opportunity of experiencing the genius of Molière by assuming the characters from some of his well-known works such as *Tartuffe*, *George Dandin*, *L'Avare*, and *Le Bourgeois Gentilhomme*. During lunch, the teachers were able to confer with the actor on an informal basis about the effective use of Molière's masterpieces in the contemporary classroom.

M. Scotto, *pensionnaire de la Comédie française*, and Madame Feldmann are well-known for their creative and innovative work in the U.S. as well as in France and Canada. They have performed their original plays at the *Festival d'Avignon* and at the *Théâtre du Luxembourg* in Paris. In his play, M. Scotto becomes the character of Pierrot from *Don Juan* and imagines that other Molière characters are members of his real family. M. Scotto creates high interest and drama with his use of masks in the tradition of *la commedia dell'arte*.

M. Scotto and Mme Feldmann, along with their daughter Léa, also performed in Boston, at Bates College in Maine, and finally a workshop held at the Northeast Conference followed by the theatrical performance on at the French Embassy, Washington, D.C.

Diana Regan  
Region IV Representative  
Loreta Chirico, President  
Philadelphia AATF Chapter

# AATF MATERIALS CENTER

Prices quoted in this list INCLUDE POSTAGE AND HANDLING. Make checks payable to AATF. Payment or school purchase order must accompany orders. Pictures of some items are available on the AATF Web site: [<http://www.frenchteachers.org>]. Please allow 3-4 weeks for delivery.

## REPORTS OF THE AATF FLES\* COMMISSION

1. *French FLES\* Around the World*, Lena L. Lucietto, Editor, 2000. \$9.00
2. *The FLES\* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
3. *Attracting French FLES\* Students*. Gladys Lipton, Editor, 1996. \$9.00.
4. *Reaching All FLES\* Students*. Gladys Lipton, Editor, 1995. \$9.00
5. *FLES\* Methodology I*. Gladys Lipton, Editor, 1994, \$9.00.
6. *Expanding FLES\* Horizons*. Gladys Lipton, Editor, 1993. \$9.00.
7. *Evaluating FLES\* Programs*. Gladys Lipton, Editor, 1992, \$9.00.
8. *Implementing FLES\* Programs*. Gladys Lipton, Editor. 1991. \$8.00,
9. *Innovations in FLES\* Programs*. Gladys Lipton, Editor. 1990. \$8.00.
10. *The People Factor in FLES\* Programs*. Gladys Lipton, Editor. 1989. \$8.00.

**NEW!** Any 5 FLES\* Reports for \$40. Complete set of 11 Reports for \$80.

## PROMOTION OF FRENCH

**NEW! Video:** *Tant qu'elle chante, elle vit* presents the music videos of Carole Fredericks. Includes 6 music videos featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying activities and guide. \$40.00 (members)/\$45.00 (nonmembers)

*Video: Forward with FLES\** (11 min.) encourages French FLES\* programs with comments from experts, administrators, and teachers. \$15.00 (members)/\$18.00 (nonmembers)

*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)

*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)

*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. (Currently out of stock)

## PROMOTIONAL FLYERS (sample copy available on request)

All flyers 10 cents/copy for quantities up to 250; 20 cents/copy for larger orders. (member prices)

1. Newly revised *Why French FLES\*?*
2. *French by the Numbers* highlights with facts and figures the importance of French in the world.
3. *French is Not a "Foreign" Language* illustrates the close connections between English and French.

4. *Why Learn French?* Highlights business and career reasons to study French.

5. *Top 10 Reasons to Learn French*.

6. *Speaking French: an investment in the future*.

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

## TEACHING VIDEOS

*Reflets français*, a 58-min. video by Bernard Petit featuring the songs of Éric Vincent and the sights of Paris, includes study guide. \$40 (members)/\$45 (non-members).

## MEDALS AND AWARDS

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

*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.

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

*75<sup>th</sup> Anniversary AATF pin*. Each \$4.00.

## OTHER MATERIALS

**NEW! Martinique:** *L'île aux fleurs* T-shirt, white with outline of island on front. Specify size (XL, XXL only). \$10 for 1; 2 for \$15. (While supplies last)

*T-shirt: Le français m'ouvre le monde*, navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size (L, XL, XXL). \$18.00 (\$19 for XXL).

*T-shirt: Le Français change mais ne vieillit pas*; white with blue lettering. Specify size (XL, XXL only). \$10 for 1; 2 for \$15. (While supplies last)

**NEW! Posters.** Series of six color posters (11x17 in.) promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$15 set of 6 only.

*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, or Paris) \$6.00. Specify choice.

*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.

**NEW! Un Calendrier perpétuel.** Newly revised and expanded 104-page *calendrier* highlights significant events in French and Francophone history as well as birthdates of famous individuals from all walks of life in the Francophone world. Resource list of Web sites and bibliography, complete index, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (non-members)

*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*. General information on Switzerland, including geography, maps, history, economy, political, and social systems, and short stories. \$6.00 for the first copy; \$1.50 each additional copy.

~~*Quebec Kit*. Full-size color map, poster, flag, pin, and numerous documents about the history and culture of Quebec. (No longer available)~~

## AATF PROMOTIONAL ITEMS

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

*AATF 75<sup>th</sup> Anniversary Tote Bag*. White canvas with red/blue anniversary logo. \$8.00 (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 5/31/04.

## SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *Top Ten Reasons to Learn French*, (2) *Speaking French: An Investment in the Future*, (3) *Why Learn French?*, (4) *French is Not a "Foreign" Language*, and (5) *French by the Numbers*.

\_\_\_\_\_ 100 copies of each flyer @ \$40 (a savings of \$5)

\_\_\_\_\_ 50 copies of each flyer @ \$20 (a savings of \$2.50)

\_\_\_\_\_ Check here if you would like 50 additional copies of *Why French FLES?* at no extra charge.

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel: \_\_\_\_\_

Enclose your payment and send to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

## 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 38. 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 *Why Learn French?*
- 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*

\_\_\_\_\_ *Forward with FLES\**

- one AATF guide or FLES\* report (Please indicate your choice; select only one.)

\_\_\_\_\_ *Calendrier perpétuel*

\_\_\_\_\_ *Travel Guide*

\_\_\_\_\_ FLES\* report (See page 38 for descriptions and titles; specify by year.)

- promotional items (Select only one.)

\_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads

\_\_\_\_\_ 25 *On est les meilleurs!* buttons

\_\_\_\_\_ 25 *Forward with French* 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. This form must accompany all orders.

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Mail this form to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510;

Fax: (618) 453-5733.

Name : \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

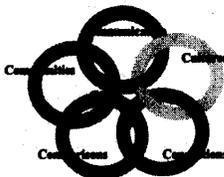
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This latest version of the foreign language standards was fully-funded by the National Standards in Foreign Language Education Collaborative Project, and all proceeds from its sale will be used to provide professional development and other programs that will assist in the implementation of standards across the United States.

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Delivery (UPS Ground Trac) to Canada	\$12.00	\$ _____
Airmail Delivery to Mexico	\$15.00	\$ _____
Airmail Delivery elsewhere outside the U.S.	\$30.00	\$ _____
Overnight (DHL) delivery (U.S. only)	\$18.00	\$ _____

TOTAL = \$ \_\_\_\_\_

**PAYMENT INFORMATION (Please check method of payment)**

\_\_\_ Check or postal money order (in US\$ drawn on US Bank made payable to: National Standards in Foreign Language Education). Price includes delivery within the US.

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Institutional Purchase Order # \_\_\_\_\_

## 2003 AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The winners of the 2003 AATF Dorothy S. Ludwig Excellence in Teaching Awards were announced at the AATF Awards Banquet, held July 7, 2004 at the Hôtel Carayou in Martinique. This year only the secondary and post-secondary awards were given, as there were no nominees for the elementary or middle school/junior high level awards.

### Post-secondary

#### Sister Mary Helen Kashuba, SSJ

Sister Mary Helen Kashuba has been a professor of French and Russian at Chestnut Hill College in Philadelphia, PA for the past forty years. She studied Russian at



Fordham University as well as in Russia. She studied French at the Sorbonne in Paris, at Laval University in Quebec, and she received her D.M.L. from Middlebury College in 1971 in French and Russian.

Sister Mary Helen has been a member of the AATF since the 1960s. She was the Regional Representative for Region IV during two terms, from 1990 through 1995. In this capacity, she chaired two regional conferences, one in 1992 and one in 1995. Also, she attended meetings of various chapters, including efforts to reactivate the Washington, DC chapter. She served as President of the Philadelphia AATF Chapter from 1979 to 1983, and has served as administrator of the National French Contest since 1979. In addition, Sister Mary Helen serves on the Executive Board of the Philadelphia AATF Chapter and is often a presenter at AATF national meetings.

As a professor of French, she has led over twenty groups of students to France as well as groups to Russia. She received the Lindback Award for Distinguished Teaching, is a *Chevalier dans l'ordre des Palmes Académiques*, and has received several fellowships such as a Fulbright Research Grant to France and an IREX Teacher Exchange to Russia.

Sister Mary Helen is the author of over forty professional articles and has given numerous presentations at local, regional, and international conventions. She is also the author of the history of Chestnut Hill Col-

lege, entitled *Traditions and Risks*. She continues to work on research projects while teaching courses in language and literature at Chestnut Hill College. As she wrote in her statement for this award: "What the next decade will bring is hard to say, but I know that I will welcome it as I did pattern drills in the 1960s and the Standards in the 1990s. My students have always left my class liking French. Hopefully, it was not only because of my adaptability to new ideas but my sensitivity to new people. Techniques change, but students still need to feel that each one is *unique au monde*. Every day I look forward to my classes as I feel confident in my approach and open to my students as persons."

### Secondary Molly Wieland

Molly Wieland began her career as a Spanish teacher even though French was



always her passion. She left her job in an Illinois high school in order to obtain a Master's degree in French at Middlebury College in Paris. She then went on to obtain her doctorate in French linguistics from Indiana University where she researched the cultural differences that are a source of misunderstanding in conversation between French and American speakers. After spending five years as a French professor at the University of Minnesota, she decided that teaching was where her heart was. Molly accepted a position as French teacher and World Language Curriculum Specialist in the Hopkins School District in Minnesota. She has never regretted this decision, as she appreciates the energy, enthusiasm, honesty, and openness of high school students. She especially enjoys opening their eyes to the Francophone world and to the opportunities that their French studies will provide. Molly has led several groups of students to France. Many of her students have been inspired to continue their studies in Quebec, Senegal, Martinique, Morocco, and France as a result of their expe-

riences in class and abroad.

Molly served as Vice-President of the Minnesota AATF Chapter from 1995-1997 and as President from 1997-1999. She served as Co-Chair of the AATF Commission on High Schools from 1998-2002. In addition, she has presented at several AATF conferences, and has also had an article published in the *French Review*. She was selected as Minnesota-AATF French Teacher of the Year in 2002.

In her personal statement, Molly writes: "The Little Prince said: 'Tu deviens responsable pour toujours de ce que tu as apprivoisé. According to the Little Prince, to 'tame' means 'to develop a relationship with someone.' My students have 'tamed' me, and I have 'tamed' them, and they will 'tame' others along the way. It is all about connections and interconnectedness. Our students are the future of French in this country and in the world. May the circle never be broken and may I always be a part of it."

Submitted by Ann Sunderland  
Selection Committee Chair

### EVELYNE ACCAD: AN INTERNATIONAL COLLOQUIUM

Alumni of the University of Illinois will honor Evelynne Accad and her many contributions as a scholar and author to French and Francophone Studies, Women's Studies, Middle Eastern Studies, African Studies, and Comparative Literature through an international colloquium focusing on her critical and creative works to be held June 16-18, 2004 in Paris, France. We invite scholars from various disciplines to propose 20-minute presentations or complete panels on any critical or creative dimension of Accad's work. We also welcome analyses applying Accad's theoretical perspectives to works of other authors. Presentations with creative formats pertaining to the conference theme will also be considered. Participants may communicate in English or French.

The following themes serve as suggestions and by no means are limited in scope: social issues addressed in Accad's works, literary dimensions of Accad's works.

Presenters may also submit their presentation in article form to be considered for one of two separate collections of essays on Accad's work:

Conference proposal deadline: **December 15, 2003**

Address inquiries or submit proposals of 250 words to Cheryl Toman, cat12@cwru.edu or cheryl.toman@case.edu, Department of Modern Languages and Literatures, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7118.

## NEW POSTER SERIES



We are pleased to announce a series of six promotional posters for French teachers. The posters are full-color 11x17" based on the themes "Parlez-vous...histoire?" "Parlez-vous...cuisine?" "Parlez-vous...civilisation?" "Parlez-vous...sciences?" "Parlez-vous...sports?" and finally "Parlez-vous...français?" They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. A 123-page guide for using the posters to promote French is included. Thumbnail sketches of the six posters can be viewed on the AATF Web site at [www.frenchteachers.org/] under National Headquarters.

To order enclose a check or purchase order for \$15 and mail it to AATF Posters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: (618) 453-5733.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_

### 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.
- Talk about the Web in French.
- Use Web materials in the classroom.

**In French or English!**

**www.frenchteachers.org/  
general/self/**

### UPCOMING AATF CONVENTIONS

Join us as we celebrate the French-speaking world in:

- Atlanta (July 19-23, 2004)
- Quebec (July 7-10, 2005)
- Milwaukee (2006)
- Baton Rouge (2007)
- Belgium (2008)

*Surf the Web*

**Visit the AATF Web site at**

**[www.frenchteachers.org]**

All the latest information on:

- National French Week
- Atlanta Convention
- *French Review*
- National French Contest
- *Société honoraire de français*
- Other AATF Services

### CALENDRIER PERPÉTUEL

On what day...

- was Victor Hugo born?
- did the 1976 Olympic Games in Montreal open?
- did Léopold Sédar Senghor die?
- was the Statue of Liberty inaugurated?
- did Haiti declare its independence?

These and many other facts regarding the French-speaking world are listed on the *Calendrier perpétuel* for every day of the year. A complete index of people and events and a Teacher's Guide are included. Newly revised and expanded. See page 38 for more information.

Answers: 26 février 1802; 17 juillet 1976; 20 décembre 2001; 28 octobre 1886; 1<sup>er</sup> janvier 1804.

# CALENDAR OF EVENTS

**MODERN LANGUAGE ASSOCIATION,** December 27-30, 2003, San Diego. Information: MLA, 26 Broadway, 3<sup>rd</sup> Floor, New York, NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; E-mail: [convention@mla.org]; Web site: [www.mla.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT),** March 18-20, 2004, Mobile, AL. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (770) 992-1256; FAX: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.valdosta.edu/scolt].

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT),** March 25-27, 2004, Albuquerque, NM. Information: Audrey Cournia, SWCOLT, Telephone: (775) 358-6943; Fax: (775) 358-1605; E-mail: [courniaaudrey@cs.com]; Web site: [www.learnalanguage.org/swcolt].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL),** March 29-April 3, 2004, Long Beach, CA. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 836-0774; FAX: (703) 836-7864; E-mail: [conventions@tesol.org]; Web: [www.tesol.org].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES,** April 1-3, 2004, Dearborn, MI. Information: CSC, Patrick Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-025; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION,** April 5-9, 2004, San Francisco, CA. Information: AERA, 1230 17<sup>th</sup> Street, NW, Washington, DC 20036-3078. Telephone: (202) 223-9485; FAX: (202) 775-1824; Web: [www.aera.net].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES,** April 15-18, 2004, 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: [nectfl@dickinson.edu]; Web: [www.dickinson.edu/nectfl].

**WORLD CONGRESS OF FRENCH TEACHERS: JOINT MEETING OF THE FÉDÉRATION INTERNATIONALE DES PROFESSEURS DE FRANÇAIS AND THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH,** July 19-23, 2004,

Atlanta, GA. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [www.2004Atlanta.org].

**AMERICAN TRANSLATORS ASSOCIATION,** October 13-16, 2004, Toronto, CA. Information: ATA, Telephone: (703) 683-6100; FAX: (703) 683-6122; E-mail: [conference@atanet.org]; Web: [www.atanet.org].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES,** November 18-21, 2004, Chicago, IL. Information: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; Telephone: (914) 963-8830; FAX: (914) 963-1275; E-mail: [actflhq@aol.com]; Web: [www.actfl.org].



*77<sup>ème</sup> congrès annuel  
de l'AATF à Atlanta  
du 19-23 juillet 2004*

## AATF SESSIONS AT REGIONAL CONFERENCES

The AATF will be present as an exhibitor and with numerous presentations at the regional conferences this spring, SCOLT (Southern Conference on Language Teaching), the Central States Conference on Foreign Language Teaching, and the Northeast Conference on Foreign Language Teaching. In addition, many of our chapters will be present at their respective state conventions. We invite all members to take the time to stop by the AATF exhibit booth when there is one and to support our representatives as they present sessions and workshops on issues related to the teaching of French.

### SCOLT, March 18-20, 2004, Mobile, AL

Workshop: "Utiliser le Web dans la classe de français" by Jayne Abrate

AATF Session: "Les Relations publiques et le professeur de français: une nouvelle dynamique" by Jayne Abrate

### Central States, April 1-3, 2004, Dearborn, MI

Workshop: "Using the Web in the French Classroom" by Jayne Abrate

AATF Session: "Les Relations publiques et le professeur de français: une nouvelle dynamique" by Margot Steinhart and Jayne Abrate

### Northeast Conference, Apr. 15-19, 2004, New York

AATF Session: "Les Relations publiques et le professeur de français: une nouvelle dynamique" by Margot Steinhart and Jayne Abrate



**NATIONAL FRENCH WEEK:  
LA SEMAINE DU FRANÇAIS**

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

*Branchons-nous...*

*Agissons...*

*Fêtons ensemble!*

**du 5 au 11 novembre 2004**

**Initiatives locales, régionales, et nationales  
aux États-Unis**

Consultez le *National Bulletin* et le site Web de l'AATF  
[www.frenchteachers.org] pour d'autres renseignements.

## REMINDER: IMPORTANT DEADLINES AND DATES

December 15, 2003	Deadline for proposals for International Colloquium on Evelyne Accad (see page 41)
December 29, 2003	Deadline for applications for ASFAP Scholarships (see September issue)
February 16, 2004	Deadline for AATF Summer Scholarship Applications (see page 9)
March 1, 2004	Deadline for AATF Small Grant Applications (see page 10) Deadline for AATF Dorothy Ludwig Excellence in Teaching Awards (see page 33)
March 21, 2004	Deadline for receipt of 2004 FLES Poster Contest entries to Chapter Presidents (see page 15)
April 15, 2004	Application deadline for NEH Humanities Focus Grants (see September issue)
July 19-23, 2004	Congrès mondial des professeurs de français à Atlanta (see page 5)
August 1, 2004	Deadline for submissions for special issue of the <i>French Review</i> on Québec (see page 26)
October 15, 2004	Deadline for Fulbright Teacher Exchange Applications for Academic Year 2005-2006 (see September issue)

## NEW PUBLICATION

The AATF Commission on French for Business and Economic purposes is pleased to announce the publication *Frost in France: An American Recycling Company Negotiates a Joint Venture in France*. *Frost in France* is a role-play simulation designed to teach cross-cultural negotiation strategies. Maureen Maguire Lewis (the Fuqua School of Business, Duke University) is the author of the 80-page simulation. *Frost in France* is designed to teach undergraduate, graduate, and MBA-level students cross-cultural understanding, negotiation skills, communication and behavior adaptation, and environmental issues in France and the U.S. *Frost in France* was developed through funding by the U.S. Department of Education's International Research and Studies Program grant to the AATF and the Commission. For more information on *Frost in France* contact the San Diego State University CIBER Web site at [[www-rohan.sdsu.edu/dept/ciber/frost.html](http://www-rohan.sdsu.edu/dept/ciber/frost.html)].

# CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 5-11, 2004



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

Periodicals  
Postage Paid  
Carbondale, IL  
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