



FROM THE PRESIDENT



Recruitment and Solidarity

Just as the mythical Uncle Sam points his finger and exhorts citizens to enroll in military service or to respond to national agenda needs, the AATF uses its six-pointed logo (l'Hexagone), touching points in a circle representing the French-speaking world, as a magnet to call for solidarity among teachers of French and those interested in the dissemination of French language, literature, culture and civilization in schools, academia, and the public arena.

Every era provides its challenges to the diffusion of French in our country, and our period is no different. We hear about French programs being eliminated or reduced, frequently as a consequence of the retirement of "the" French teacher. We read articles questioning the relevance of learning French because of American immigration patterns and because of a counter-terrorism agenda. The fallout from the media's appetite for French bashing is still perceptible, even if the frenzy seems to have abated. While these are the realities of our era, we will not let the challenges to our profession and to a discipline in which both our vocation and avocation are intertwined discourage or deter us from our mission.

French offered us a professional path as a way to pursue the passion we developed for learning and for using the language. Once we go down that path, we accept the impediments and the opportunities that this avenue presents. It becomes our personal and collective charge to keep learning, to inspire our students, and to respond to the public's doubts about the relevance of French for our students and for

our country's future. This is precisely what draws us to the American Association of Teachers of French and the 10,000 members who are united in this cause.

AATF Meets the Challenge

Our association is at the forefront, promoting French and offering services and resources to our members to carry that mission into their classroom, into their school or institution, and into the surrounding community. What do we have to offer members?

Opportunities to

- Enhance curriculum, pedagogy, and methodology
• Engender enthusiasm for French in the classroom and in the community
• Advocate for the learning/studying of French and find support when needed
• Be on the cutting edge of French language and culture and Francophone studies
• Benefit from the work of national commissions: Universities, Community Colleges, High Schools, Middle Schools, FLES\*, Articulation, French for Business and International Trade, Student Standards, Professional Teacher Standards, Cultural Competence, Telematics and New Technologies, and Promotion of French
• Contribute articles for publication in the French Review, National Bulletin, and commission reports
• Apply for summer scholarships to Francophone regions
• Apply for small grants for projects that benefit French programs and students
• Be recognized for outstanding work in the profession
• Enroll students in contests which engage the various intelligences, such as the National French Contest, poster contests, essay contests
• Recognize students for outstanding work in French through the Société honoraire de français and Outstanding High School Senior in French Award
• Engage in the work of the profession at a local, regional or national level; be a leader
• Find a colleague or mentor to work through challenges and find solutions
• Attend and present a session at a na-

tional French conference each July, sometimes offered outside of the U.S.—Quebec, Montreal, Paris, Lyon, Strasbourg, Martinique, Belgium

- Connect with other French teachers and professors to share experiences and knowledge
• Engage in lifelong learning with initiatives such as the AATF Book Club

10,000 Strong and Committed

We estimate that one out of every three French teachers in the country is a member of AATF, the largest association of teachers of French in the world. How do we convince the 20,000 other potential members that they need the AATF as much as we in the AATF need them? We all have colleagues in our schools, institutions, and states who have not yet responded to the invitation of membership. We have all heard colleagues say that it is too expensive to join a professional organization. A year's membership in the AATF, including 12 publications, is equal to the cost of going to see three or four movies, without popcorn, in my area! Some colleagues think that they benefit sufficiently from membership in a general foreign language asso-

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ciation at state, regional, or national levels. While this affiliation is strongly supported by the AATF, the mission of the general language associations is to give equal weight to all languages. Only the AATF speaks just for French.

Why did we become members of the AATF? In my case, I had already been socialized by my mother, a teacher, that being a professional meant belonging to professional organizations. One of the first things that I did upon graduation from college and accepting my first teaching assignment was to become an AATF member. This may be similar to the path that you followed in becoming an AATF member, and perhaps, you have another story that would be helpful to understanding why you became and have remained a member. Was there an individual who was influential in that decision, did you benefit from a summer scholarship, did you discover the *French Review* in the library, or did you attend a chapter or state meeting that interested you in becoming a member? As we develop our campaign to recruit new members, we would like to hear your story. Please send me your reasons for joining and remaining a member of the AATF: [m.steinhardt@sbcglobal.net].

#### Members Recruiting Members

Current members frankly provide the most cogent arguments for convincing other colleagues to join the AATF. Members can reach out and extend a personal invitation to colleagues to attend a chapter meeting. Have your potential member colleagues heard you speak on how you have enriched your own professional experiences by making connections through the association, by keeping abreast of what is happening in the field, by taking advantage of opportunities for yourself as a teacher of French and for your students? Members' students can benefit directly from the opportunities to participate in contests like the National French Contest, National French Week Contests, and the FLES poster contest, and through the *Société honoraire de français* and the Outstanding High School Senior in French Award. Opportunities to present at a national conference and to publish articles are also afforded members. Have you noticed that a complimentary membership is awarded when a member recruits three new members? See the AATF Web site [www.frenchteachers.org/] and follow the link on the home page for information on this 3-for-1 membership offer and on ideas for recruiting members. Even the membership form is on the Web site.

We are not alone in recognizing the value of having an association speak for us and for having individual teachers connected to a wider network. If one person can make a

difference, how much stronger are we when we can speak and benefit collectively? Membership in professional organizations is also supported by state and national agencies. Being engaged professionally is part of the National Board Certification requirements and is frequently encouraged in teacher education programs. We particularly want to reach undergraduate and graduate students who expect to enter the teaching profession. They represent our future, and we have an obligation to encourage and to support them. Our challenge is having a name to whom to address membership information: a methods teacher, a foreign language supervisor, or even an AATF member who is in contact with university students of French. When our university colleagues or others provide this information, we can follow up with the appropriate materials. AATF offers dues at a reduced rate for university students, and some chapters also offer preferential rates at chapter meetings for these students. AATF will send information to those whom you can identify to national headquarters. Here is an example of one person sending an e-mail to the national office and making a difference.

#### AATF Reaches Out to Graduate Students

To provide an additional incentive, we are launching a competition among graduate students of French. AATF is inviting graduate students to submit a session proposal for the AATF annual conference in Quebec, July 7–10, 2005. Graduate students whose proposals are accepted will

receive a complimentary one-year membership in the AATF. From among these graduate student submissions, a selection committee will award five complimentary registrations to the AATF conference in Quebec. A proposal may be submitted by a graduate student alone, two or three graduate students, or by a graduate student and an AATF member.

#### AATF Sets the Pace

Recruitment and solidarity frequently go hand in hand. The initiatives for advocacy, chaired by Tennessee Bob Peckham, and for mentoring, chaired by Suzanne Hendrickson, announced at the conference in Atlanta in the summer and in the September issue of the *National Bulletin*, are underway. Our initiative to bring colleagues together to share ideas and concerns now has a name: AATF *Tête à Tête* (see page 39). Chapters have been asked to select a chapter chair for each program in order to take the national initiatives to the local level where they can benefit individual members. A third program to build solidarity is the AATF Book Club. Have you ordered your three books from Quebec yet? If not, you will find another article in this issue by Myrna Delson-Karan on how to place your order (see page 26). This is an opportunity for members to talk to each other about the books, informally at chapter meetings or with a friend over coffee. Just as National French Week, an initiative launched by President Gladys Lipton six years ago, brought us together with the charge to celebrate French

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and to take French into the community, we are still seeing the fruits of that endeavor in French programs and in the commitment by members from sea to sea marking November 5-11, 2005, as an act of solidarity. We are moving ahead, and as our mission statement affirms, representing all teachers of French in North America and all those interested in the dissemination of knowledge concerning all aspects of the culture and civilization of France and the French-speaking world. We have a powerful voice when we stand together.

*Margot M. Steinhart*

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President  
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## 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, February 24-26, 2004, Charlotte, NC

AATF Session: "Making Promotion a Learning Experience"

Presenter: Jayne Abrate

Also: "Geography is About the People: A Missed Element of Culture"

Presenter: Jayne Abrate

### Central States, March 10-12, 2005, Columbus, OH

AATF Session: "Making Promotion a Learning Experience"

Presenters: Margot Steinhart and Jayne Abrate

Also: "Geography in the French Classroom: An Underutilized Resource"

Presenter: Jayne Abrate

### Northeast Conference, March 31-April 3, 2005, New York City

AATF Session: "Making Promotion a Learning Experience"

Presenters: Margot Steinhart and Jayne Abrate

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

L'année 2004 a été bien mouvementée au Bureau national. Nous avons passé la première partie de l'année à préparer le congrès d'Atlanta, une grande réussite dont beaucoup de membres de l'Association ont pu profiter. Depuis nous préparons les activités habituelles de l'automne, envoi des appels de cotisation, préparation des activités de la Semaine du Français et encore.

Nous avons subi une grande perte avec la retraite d'April Walsh. April a commencé à travailler pour l'AATF il y a plus de 30 ans lorsqu'elle était étudiante à l'Université d'Illinois. Malgré quelques arrêts temporaires, elle est toujours revenue à l'AATF et elle est venue à Carbondale lorsque le Bureau est arrivé à *Southern Illinois University*. Depuis le 1<sup>er</sup> octobre, elle profite de sa retraite pour voyager et se consacrer à ses passe-temps préférés. Nous espérons pouvoir annoncer le nom de sa remplaçante dans le *Bulletin* du mois de janvier.

Nous vous rappelons de parler de l'AATF à vos collègues qui ne sont pas encore membres. Vos témoignages de ce que l'AATF peut apporter au développement professionnel de chacun constituent la meilleure publicité. Toute notre équipe de quatre personnes au Bureau national, des 19 membres du Conseil d'administration, des 12 Présidents de Commission et des 75 Présidents des chapitres locaux travaille afin de vous offrir les ressources nécessaires pour renforcer ou sauver vos programmes et pour vous tenir au courant de l'actualité pédagogique, linguistique et culturelle en France et dans le monde francophone. Qu'il s'agisse du congrès annuel—qui varie autant que les lieux, Boston, Martinique, Atlanta, Québec, du Grand Concours (aidez-nous à dépasser les 100.000 inscriptions cette année), des publications—la *French Review* et le *Bulletin national* sont à l'écoute de vos suggestions, des documents que nous produisons—dépliants, affiches, vidéos ou de bien d'autres ressources, nous sommes la seule association professionnelle américaine dévouée uniquement à la cause du français. Utilisez ces arguments pour convaincre vos collègues à se joindre à nous.

Nous nous prions d'être patients avec l'évolution du site de l'AATF. Depuis des mois maintenant, nous avons eu du mal à opérer les mises à jour. Tout a commencé au printemps dernier lorsque nous avons voulu ajouter une fonction de commerce en ligne pour permettre vos inscriptions sur le site et depuis ce temps, nous avons

rencontré maints problèmes même pour faire les mises à jour les plus simples. Nous travaillons avec des experts pour trouver une solution qui nécessite la remise en place de tout le site, mais ces remaniements mettent souvent en branle les liens et la structure du site. Nous avons confiance que le site retrouvera bientôt son allure habituelle.

Vous trouverez maintenant sur le site l'appel aux propositions pour le congrès de Québec. Dès maintenant, nous n'acceptons que les soumissions en ligne. C'est une méthode que nous avons testée avec le congrès d'Atlanta et qui a marché à merveille. Le temps économisé en évitant l'entrée des données par le personnel nous libère pour nous consacrer à des tâches bien plus essentiels à la santé de l'association et à la promotion du français aux États-Unis.

Nous avons le plaisir d'annoncer que le Ministère des Relations internationales du Québec nous a accordé cinq bourses pour que les professeurs membres de l'AATF puissent participer à des stages de formation pendant l'été 2005. En plus de ces nouvelles bourses, nous aurons également les bourses que les universités québécoises nous accordent depuis bien des années, deux bourses pour la Belgique ainsi qu'un certain nombre de bourses pour la France. Profitez bien de ces occasions inoubliables de renouvellement et de formation professionnels en posant votre candidature. Vous trouverez les renseignements nécessaires à la page 14 et les formulaires sur le site Web à [www.frenchteachers.org].

Nous vous signalons aussi le nouveau dépliant, préparé par la Commission sur les Lycées sous la présidence de Brenda Benzin et destiné aux conseillers scolaires. Leur but était de montrer à ces personnes ô combien importantes à la survie d'un programme que le français constitue toujours un choix valable et utile pour les élèves. Vous trouverez à la page 8 les instructions pour obtenir des copies. Nous aimerions que tout conseiller scolaire aux USA puisse en recevoir un.

En espérant que vous avez tous passé une bonne Semaine du Français et que la fin de ce semestre vous offrira toute la visibilité et succès nécessaires pour assurer la réussite de votre programme et l'augmentation des inscriptions au printemps, je vous invite à nous contacter avec vos suggestions et problèmes afin que nous puissions mieux vous servir.

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# AATF COMMISSION ON COLLEGES AND UNIVERSITIES

## PROMOTION OF PROFESSIONAL MASTERS DEGREES FOR LANGUAGE MAJORS

The AATF Commission on Colleges and Universities is working in collaboration with a project of the Council of Graduate Schools and the Ford Foundation whose purpose is to develop terminal professional masters degrees in the humanities and social sciences. Your help is solicited as a part of this project, which we believe will benefit not only our members at the college and university level, but also those who are school teachers and students.

### What is a professional masters degree?

The professional masters degree is one that prepares students for employment upon graduation. It is not a part of the progression toward the Ph.D., and it does not include a thesis. Any research in the program is the kind of applied research that can be related to fields of employment. An interdisciplinary professional masters program involves taking course work offered outside of language departments in fields that are related to employment. That course work should all count toward the degree, and it may even incorporate a semester or more of study abroad in professional schools at partner institutions outside the U.S.

Characteristics of the professional foreign language masters program include at least two or more of the following:

- There is more professionally oriented target-language course work than in a typical M.A. in French, German, or Spanish. Courses might include (a) language for special purposes, (b) contemporary civilization and/or international affairs, (c) area studies, (d) international business and globalization, (e) advertising, (f) language in the media and communication, (g) language for the health professions (h) language for hotel and restaurant management, or other applied courses taught in the target language;
- More emphasis on achieving high language proficiency levels for the workplace is expected, especially meeting the unmet need for ACTFL Advanced or Superior skill levels identified for certain careers;
- Knowledge training in area studies will go beyond a single discipline;
- Knowledge training in professional fields may take place in professional course work taken in other disciplines on campus, and it may include professional course work taken at a partner school during a semester of study

abroad;

- Closer interaction with potential employers through internships and cooperative experiences will be more available than in a traditional foreign language program;
- An advisory board drawn from federal and state agencies, chambers of commerce, business, and other likely employers will be formed;
- An opportunity to develop intermediate skills in a second foreign language or to develop in-depth knowledge of area studies can be available.

### What help is needed?

Commission members are conducting an electronic survey of AATF members that will help identify existing professional masters degrees that combine foreign languages with other disciplines. Follow-up interviews by telephone are planned in the months after the survey takes place. You may respond to our survey by going to the AATF web site at [www.frenchteachers.org]. It will take about ten minutes.

### How will the survey be used?

Our survey has three purposes. The first is to find out what kinds of interdisciplinary professional masters programs exist in the foreign language field, especially French. Responses will be disseminated through the AATF Commission on Colleges and Universities. An October 2005 issue of the *French Review* will analyze the responses and give an overview of professional masters degrees available to students of French and other languages. The second purpose is to determine college faculty perceptions of their students' interest in pursuing an interdisciplinary professional masters degree in a foreign language field. The third is to see if members who are current school teachers or future teachers would find such a degree helpful either for their own professional advancement or for the recruitment of high school students into their courses. In addition to publishing the results of the survey in the *French Review*, the commission will share its preliminary results with respondents who request them as well as with CGS grant-funded institutions developing professional masters degrees in foreign language disciplines. We will also be open to follow-up grant opportunities provided by the Council of Graduate Schools and / or the Ford Foundation or by the AATF leadership team.

The estimated time for the survey is 10 minutes. We are interested in responses from both college faculty and school teachers and graduate students. We encourage you to respond at your earliest convenience.

If you are interested in joining the Commission on Colleges and Universities, we are happy to welcome new members. Other commission projects include the development of language portfolios for student majors as part of assessment at the college level, and the LINGUAFOLIO USA project in collaboration with other language professional organizations. LINGUAFOLIO USA is the American adaptation of European Union language portfolios and is being promoted on a pilot basis by state foreign language supervisors and will be presented for a second time this year at ACTFL. We are also attempting to identify areas of interest to colleges and universities so that we may better serve our college members through commission activities.

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## What's New in the *French Review*?

Vol. 78, No. 2 (December 2004)

Articles include:

- "Towards a Pedagogy of the Francophone Text in Intermediate Language Courses" (J.M. Schultz);
- "Cloze Windows and Aesthetic Discoveries: Opening Visions for Teaching Literature" (V.M. Scott);
- "Claire Denis et le corps à corps masculin dans *Beau Travail*" (P.-A. Brault);
- "Women and Absolutisme in French Opera and Fairy Tale" (A.E. Duggan);
- "Revelation and Dissimulation in André Gide's Autobiographical Space" (S. Manning);
- "Blowing Smoke and Shining Light in Oyono's *Une Vie de boy*" (D. Di Mauro);
- plus an interview with Marie Nimier (J.-S. de Larquier);

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

## 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 \_\_\_\_\_

# CELEBRATE NATIONAL FRENCH WEEK NOVEMBER 2-8, 2005 & 2006



## 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 pedagogical activities. 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.

\_\_\_\_\_ Credit card (Visa or Mastercard only) \_\_\_\_\_ Exp. date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Daytime telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_



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## AATF PUBLICATIONS AVAILABLE

### AATF COMMISSION ON FRENCH FOR BUSINESS AND INTERNATIONAL TRADE

*Vol. 1: Issues and Methods in French for Business and Economic Purposes*, ed. Patricia W. Cummins, 1995, 172 pp., \$24. (while supplies last).

*Vol. 2: Making Business French Work: Modes, Materials, Methodologies*, ed. Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25+ \$3 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 Instructor's Book, \$42.50 Student Packet. Includes postage and handling. Contact SDSU CIBER Press [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*, ed. by Marie-Christine Koop, asst. 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.

### CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarships, National French Week, Awards [www.frenchteachers.org].

## SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled "Help Wanted: Encourage Students to Learn French," it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. For a short time, limited quantities of the flyer will be offered to AATF members free of charge.

Send a self-addressed stamped business-size envelope to National Headquarters with a note requesting the new flyer.

\$.37 postage required for 4 copies of the flyer

\$.60 postage required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.10 per copy or in any quantities to non-members at \$.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510.

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## 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: \_\_\_\_\_

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

# 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 2006, 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 Quebec City.

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 **February 1, 2005**.

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 00 where the 2004 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 **February 1, 2005**. The awards chairman will then distribute the award nominations to the committee members, and the decision will be made by March 1, 2005. The recipients will be notified by March 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 ac-

tivities, and awards, using only the officially provided two-page form. No other format or similar form may be used, so that all candidates will be compared in identical rubrics. Do not exceed these two pages. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to members of the selection committee. This two-page required form is available 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 first-hand 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 **February 1, 2005**.

## MEMBERSHIP DRIVE

*The AATF is launching a three-year membership campaign! See the announcement on page 13 for information concerning the 3-for-1 offer for a year's free membership.*

## A NEW DIRECTOR NAMED FOR THE *GRAND CONCOURS*

On October 1, 2004, Lisa Narug became the Director of *le Grand Concours*. When Sidney Teitelbaum, former Director, announced his intention to retire, the AATF formed a national search committee to find a replacement. Helen Lorenz, Regional VIII Representative, was named chair. After interviewing several excellent candidates, the committee recommended Lisa Narug. This recommendation was voted on in Atlanta by the AATF Executive Council and confirmed by the Delegate Assembly.

Lisa has a B.A. in French from the University of Illinois at Urbana-Champaign where she was a student of Fred Jenkins, former AATF Executive Director. She studied French abroad at the *Université de Dijon, Centre Internationale d'Etudes Françaises*.

In 1991, she began to work for then AATF Executive Director Fred Jenkins, a position that she held until the AATF relocated to Carbondale in 1997. Concurrently, Lisa became the National Chair for Awards for *le Grand Concours* and held that position from 1993-2001. In 1996, Lisa took on the responsibility of liaison with the Computer Scoring center.

In 2001, with ever-increasing enrollment in *le Grand Concours* and a more sophisticated awards and computer-scoring program, the Director appealed to the Executive Council to engage the services of an Assistant Director, and Lisa Narug was named Assistant Director of *le Grand Concours*.

From 1997-1999, Lisa worked at the Committee on Institutional Cooperation at the University of Illinois. This work primarily involved programs that encourage minority scholarship in the Big Ten institutions. In addition, she served as Assistant to the Executive Director of the Industrial Relations Research Association from 1999-2001, where she worked as the Chapter liaison and managed the day-to-day membership activities, organized conferences, and managed publications.

Lisa, mother of nine-year old Colin, remains active in local school programs as a room parent, classroom and library volunteer.

In short, Lisa is well-prepared to assume the role of Director of the *Grand Concours*. She is in close contact with the Chapter Contest Administrators. She is quick to respond to questions and problems. She works closely with the Chapter Presidents in the selection of Contest Administrators. *Le Grand Concours* is in very capable hands.

Sidney L. Teitelbaum  
National Director, Emeritus

## CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future exists to support initiatives approved by the Executive Council which promote French studies across the U.S. For the past several years, the Fund for the Future has been used to support National French Week.

To this end the Executive Council voted in 2002 to establish the following new categories and benefits for Fund for the Future Benefactors:

### PLATINUM LEVEL BENEFACTOR:

Awarded to any member who shows that they have named the AATF as a beneficiary in their will for an amount of no less than \$10,000; will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

**GOLD LEVEL BENEFACTOR:** Awarded to any member who shows that they have named the AATF as a beneficiary in their will for an amount of no less than \$5000; will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

**SILVER LEVEL BENEFACTOR:** Awarded to any member who contributes at least \$2500 in a given year to the AATF; will receive a framed certificate, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

**BRONZE LEVEL BENEFACTOR:** Awarded to any member who contributes at least \$1000 in a given year to the AATF; will receive a framed certificate, be placed on the Web site Honor Roll of donors.

In addition to these new categories, members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. A contribution made in 2004 is deductible on your 2004 income tax return.

## AATF SMALL GRANTS

At the Atlanta Convention, the Executive Council again renewed the AATF Small Grants program for 2005 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, 2005**: (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 2005 are encouraged.

Watch for updates on our Web site:  
[www.frenchteachers.org](http://www.frenchteachers.org)

## BOURSE AATF À PARIS EN JUILLET 2004

Tout d'abord, je voudrais remercier l'AATF et le Service culturel de l'Ambassade de France de m'avoir accordé une bourse pour participer au stage «la Civilisation française contemporaine» à l'Université Léonard de Vinci à Paris. C'était une expérience enrichissante et inoubliable dont j'ai beaucoup profité et qui me permettra d'en faire bénéficier mes étudiants et mes collègues.

Ce stage, composé de trois volets (pédagogique, linguistique et culturel), a été de haute qualité. L'équipe pédagogique du Département de langues nous a proposé une variété de sujets répartis sur trois semaines. Chaque jour notre groupe de 15 professeurs américains se réunissait le matin pour trois heures de cours. Parmi les sujets prévus pour le stage, nous avons discuté de la politique française, de la presse, du cinéma et de la musique, de l'industrie de luxe et des relations franco-américaines. Nous avons pu comparer les points de vue français et américain sur les questions les plus débattues en France en ce moment, notamment la laïcité et l'interdiction du port du voile dans les écoles publiques, l'anti-sémitisme, le mariage entre deux personnes du même sexe ou la guerre en Iraq. Laëtitia Fisbach, responsable du stage et enseignante de FLE, nous a apporté chaque jour beaucoup de matériel pédagogique: des exemples de journaux ou de magazines récents, des extraits des films français ainsi que des chansons françaises les plus à la mode. Il ne s'agissait pas seulement de présenter les sujets mais aussi et surtout de nous montrer comment on peut exploiter ces nouvelles connaissances avec nos étudiants. Dans ce but, Madame Fisbach nous a appris comment préparer des fiches pédagogiques et des activités grammaticales et lexicales variées à partir d'un article de presse ou d'une chanson. À la fin du stage, chaque participant a reçu un fascicule contenant toutes les fiches.

En dehors des cours, les organisateurs du programme nous ont proposé d'autres activités, par exemple, une excellente conférence sur la mode française et deux ateliers dont un sur l'enseignement de l'écriture et l'autre sur le théâtre. Nous avons aussi participé à plusieurs visites guidées des salons de l'Hôtel de Ville, d'une vieille

boulangerie «Au Vieux Four» et de la maison célèbre de Louis Vuitton dans la banlieue parisienne. L'avant-dernier jour du stage, juste après les cours, le groupe a pris le bus pour aller à la ville de Boulogne où nous avons assisté à l'enregistrement de l'émission télévisée «Qui veut gagner des millions». Le lundi matin, l'équipe de

et à la bibliothèque. Pour ceux qui voulaient faire du sport, il y avait une piscine dans la résidence et quelques salles de gym dans le même bâtiment où avaient lieu les cours.

Ce qui a probablement le plus contribué au succès du stage, c'était notre groupe dynamique de professeurs du lycée et d'université, représentant différents états américains et qui partageaient tous une grande passion pour le français. Pendant toute la durée du programme, en classe et en dehors de classe, tout le monde parlait uniquement français. Du point de vue linguistique, cette expérience nous a donc permis d'actualiser nos connaissances et d'accéder à une plus grande maîtrise de la langue parlée.

Pour conclure, je voudrais encore une fois remercier l'AATF et le gouvernement français des bourses qu'ils nous ont accordées. Je recommanderais vivement ce stage à tous les enseignants qui désirent approfondir leurs connaissances en langue et en culture françaises.

Moi-même, je participerais volontiers à ce stage si j'en avais la possibilité dans l'avenir. J'aimerais aussi remercier toute l'équipe des professeurs de FLE de l'Université Léonard de Vinci et les féliciter d'avoir si bien réussi à organiser un excellent stage de perfectionnement.

Andrzej Dziedzic  
Oshkosh, WI



Les stagiaires au café «Le Nerval»: (table de gauche) Jane Ainslie, Helen Wiley, Lisa Goldman, Viviane Zhang Wei, Catherine Baron, Kerri Conditto, Robin White, Gayle Murphy, Andrzej Dziedzic; (table de droite) Debbie Callihan, Laurel Mayo, Michael Hydak

FLE nous a offert le petit déjeuner dans une ambiance conviviale et une fois par semaine, nous avons participé à la dégustation de vins, fromages et pâtisseries accompagnée de commentaires portant sur l'origine et l'histoire du vin ou du fromage en question. Fabienne Ota, Directrice adjointe du programme, et ses assistants ont toujours été disponibles pour répondre à toutes nos questions.

Un des plus grands avantages du stage était sa localisation à Paris. Étant donné la proximité des endroits comme Giverny ou Vaux-le-Vicomte, certains stagiaires ont profité du temps libre pendant les week-ends pour visiter ces endroits. Pour ceux qui préféraient rester à Paris, il y avait d'innombrables activités: cinéma, théâtre, concerts, clubs ou restaurants. Il suffisait d'acheter le Pariscope et quelques tickets de métro pour partir à la découverte de la ville.

En ce qui concerne le logement, nous avons tous été logés dans la résidence universitaire située à 5 minutes de l'université dans le quartier de la Défense. Certains d'entre nous auraient préféré habiter un peu plus près du centre-ville, mais en fin de compte, le trajet entre la Défense et le centre-ville ne dure que 25 minutes en métro et 10 minutes en RER. À l'université, nous avons eu un accès permanent à l'Internet, au centre multimédia

### AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau service. We publish a monthly job list of positions in French at the university level. Although the labor involved in coordinating a job list for K-12 positions is prohibitive, we do occasionally get calls from schools looking for K-12 teachers. These announcements are directed to 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.

The job list subscription is \$15 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$1.50 each). There is a \$5 charge for members living outside the U.S. 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].

## 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, 2003 to October 15, 2004.

**PLATINUM SPONSORS** who have contributed or named the AATF as a beneficiary in their will for \$10,000: Mel and Cynthia Yoken (MA).

**GOLD SPONSORS** who have named the AATF as a beneficiary in their will for \$5000..

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), Joanna Crane (AL), Helen Cummings (MA), Myrna Delson-Karan (NY), Edward Mott (MI), Mary Jo Netherton (KY)

**SUSTAINING MEMBERS** (\$50-\$99): Karl Bottke (FL), Michael Harris (VA), Ginette Levin (NY), Gladys Lipton (MD), Steven Loughrin-Sacco (CA), Geraldine O'Neill (NY), John Rassias (VT), Liliane Vassberg (TX).

We have also welcomed a number of smaller contributions between \$10 and \$49 from the following individuals: Anne-Marie Allen (CT), Faye Amo (MI), Kristine Aurbakken (NJ), Agnes Beaudry (IN), William Bell (GA), Denise Benskin (DC)??, Richard Bierman (CA), Brigitte Bonny (PA), Elaine Burgess (PA), Nancy Cakes (NM), Frederick Carlo (MA), Kathy Colvin (CA), Françoise Connors (Italy), Gilbert Darbouze (PA), Karen De Waal (NY), Yvette Dejean-Heno (TX), Jacqueline Donnelly (MI), Joseph Fishback (NE), Cynthia Fox (NY), Jane Anne Gard (IL), Marie-Rose Gerdisch (IL), Jane Black Goepper (OH), George Gauthier (OH), Maria Gonnella-Traub (PA), Robert Greene (NY), Margaret Haggstrom (MD), Stirling Haig (NC), Lee Hilliker (FL), Ruth Hoefs (WI), Marie-Laure Hollander (NJ), David Huber (MA), Patricia Hunt (WA), John Janc (MN), Louise Jefferson (MI),Carolynn Johnson (MN), Isabelle Kaplan (VT), Susan Kaplan (NY), Charlotte Kelsey (IL), Marie Anne Kergaravat (MA), Rebecca King (KY), Sonia Krop (NE), Leann Kurzner (FL), Robert Lafayette (LA), Margaret Langford (NH), Micheline Le Gall (CA), Susan Day Ledieu (PA), Pamela Lezotte (NE), Helen Lorenz (TX), Gisele Lorient-Raymer (OH), Joseph Marthan (NJ), Florence Masters (CA), James McNab (NC), Kathleen Neugebauer (ND), Jean Gedeo Nicholas (MI), G. Buford Norman Jr. (SC), Howard Nostrand (WA), James Patty (TN), George Poe (TN), Shan-

non Porfilio (NY), Judy Rainger (TX), Walter Rex (CA), Stephanie Ruel (NY), Cynthia Running-Johnson (MI), Anne Rusmisell (VA), Murray Sachs (MA), Harriet Saxon (NJ), Martha Schilerstrom (IL) Georgette Schmidt (NY), Ann Shuttleworth (NY), Felix Siciliano (NJ), Catherine Shriver (IL), Anne Slack (NY), Marcia St. John (OH), Maryann Stagen (NJ), Kathleen Stoddart (MN), Deborah Stout (OH), Ann Sunderland (MO), Kathleen Tangel (IL), Miriam Thiele (WA), Fred Toner (OH), Karen Traynor (ON), Maria Treby (ID), Jean Paul Trelaun (CA), Sara Trelaun (CA), Claire Truelove (France), Elizabeth Valeriani (MA), Stephen Walton (OR), Maureen Wesolowski (CA), Patricia Westphal (IA), Richard Williamson (ME), Janet Wohlers (MA).

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.

## 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.

## LE GRAND CONCOURS 2005

In 2004, 97,615 students participated—the highest number of students ever enrolled. This was the first year of a new series of secondary (levels 01-5) specifications, and several changes in the format of the *Concours* were introduced and will continue in 2005:

- We reduced the number of items to ensure that the *Concours* can be more easily administered in 60 minutes.
- Culture questions at the end of contests were removed and are instead incorporated in the readings.
- Grammar and vocabulary items are assessed in context.
- We changed from cassette to CD for the listening comprehension portion of the *Concours*. The format of the rejoinders was changed to a mini-conversation to offer more context to the students.
- We introduced a new certificate: the *Certificat de réussite* to recognize students in the top 50<sup>th</sup> percentile.

The specifications for the FLES and secondary *Concours*, as well as samples of questions from the 2004 *Concours*, are posted on the *Concours* Web site [[www.frenchteachers.org/concours](http://www.frenchteachers.org/concours)]. Full copies of materials are available for purchase to review with your students and we will be offering reduced prices on review materials throughout the fall via the Web site.

12,519 students earned a national ranking in 2004—the highest number of prizes ever awarded, and we expect that students will achieve similar results in 2005.

A few points to remember:

- We have two divisions for students in block or modular scheduling. Students will compete against other students on similar schedules for national recognition.
- We offer the only foreign language contest to FLES students.
- Homeschooled and tutored students are eligible

Now is the time to begin making plans for your students to participate in *le Grand Concours* 2005. If you do not hear from your Chapter Contest Administrator, contact him or her (see the *French Review* or the *Concours* Web site for contact information) and find out how you can register your students.

### NEW ADDRESS FOR LE GRAND CONCOURS:

Lisa Narug, Director  
*Le Grand Concours*  
P.O. Box 3283  
St. Charles, IL 61874-3283  
E-mail: [nfc@highstream.net]

## TRIBUTE TO OUTGOING AATF COUNCIL MEMBERS

The AATF is sad to signal the departure of seven Executive Council members whose total service to the Council adds up to 67 years! We owe each of them an immense debt of gratitude for their selfless devotion to the cause of promoting French at all levels and to the well-being of the association.

The longest-serving member, **Sidney Teitelbaum**, announced his retirement as Director of the National French Contest last spring. It officially took effect on September 30, 2004, but Sid will, of course, remain available to help his successor manage the transition. A tribute article on Sid's many contributions to the AATF appeared in the September issue of the *National Bulletin*. We thank Sid for his many years of devotion to the *Grand Concours* and to the AATF.

AATF Past-President **Jean-Pierre Piriou** is ending his service on the Executive Council after three years as Vice-President, one year as President-Elect, three years as President, and one year as Past-President. Jean-Pierre's presidency will be remembered for its international flavor as he initiated and strengthened ties with many of our sister organizations around the world, particularly the Canadian and *Québécois* associations. His humor and good sense will be missed on the Council. We thank Jean-Pierre for his dedication and his insight into international relations.

Vice-President **Éliane Kurbegov** leaves the Council upon completing one term as Vice-President. Long a driving force in the Florida Chapter, Éliane brought her organizational and diplomatic skills to the national level during her vice-presidency. Her experience, common sense, and good nature contributed immensely to the activities undertaken by the Council. We thank Éliane for her many contributions to the AATF.

Three regional representatives are also completing their terms. **Helen Lorenz**, Region VIII (Southwest) Representative, was named to fill the unexpired term of her predecessor and was subsequently elected to two terms of her own. Helen has worked tirelessly to promote French in the Southwest, attending state and regional conferences on behalf of the AATF, networking with her chapter presidents, and most recently, taking on the task of judging the AATF National French Week poster contest. We thank Helen for her years of devoted service to the interests of the AATF.

**Diana Regan**, Region IV (Mid Atlantic) Representative, has long been active in the Philadelphia Chapter, and it was natural for her to expand her activities to the region. Diana has organized a very successful regional conference, networked with other state, regional, and national language

associations, and served as a resource person for French government contacts in the region. Forever attached to Diana in our memory will be the illuminated, rotating message on National French Week atop the PECO building in Philadelphia. We thank Diana for her enthusiasm and creativity in the promotion of French.

**Valerie Lastinger**, Region VI (East Central) Representative, is completing one term as Regional Representative. A former student of AATF Past-President Jean-Pierre Piriou, she has worked to maintain French programs in her own state of West Virginia as well as in the surrounding states where the study of languages is not always a high priority. We thank Valerie for her years of service to the AATF.

**Clyde Thogmartin** officially completed his term as Managing Editor of the *French Review* on July 1, 2004, although, given the lead time necessary for the preparation of the publication, the baton had already been passed to his successor during the previous school year. Clyde worked diligently to maintain the excellent reputation that the *French Review* has earned over the years. He participated actively in the work of the Association and collaborated effectively and well with the national office and all the many partners involved in the production of the *French Review*. We thank Clyde for his professionalism and dedication to the AATF.

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## FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-72 (1927-2000) 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. Information regarding J-STOR is available at [[www.jstor.org](http://www.jstor.org)].

## AATF MEMBERSHIP DRIVE 2005

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 three-for-one incentive to current members to recruit new members. If the current member can get three new members to join, 2005 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 2005, 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!

### Surf the Web Visit the AATF Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)]

All the latest information on:

- National French Week
- Atlanta Convention
- *French Review*
- National French Contest
- *Société honoraire*

## Application deadline: March 1, 2005

### Québec

We are pleased to be able to announce that the Quebec *Ministère des Relations internationales* is offering five scholarships (one per region) to AATF members to attend summer programs at the *Université Laval* or the *Université de Montréal*. (See announcement on p. 36) for more information.

### Université de Montréal

We are awaiting confirmation of a summer scholarship in 2005 to an AATF member to attend a three-week program at the *Université de Montréal*.

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 recipient is 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 recipients were able to choose from intensive courses: *Communication orale*, *Communication écrite*, or *Atelier d'enseignement du français langue seconde*, *Culture et société: Québec contemporain*. 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 2005. More information will be available in the January issue of the *National Bulletin* and on the AATF Web site at [[www.frenchteachers.org](http://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-Hainaut for AATF members at the secondary or college levels. Recipients will attend a four-week session on language and culture in July 2005. 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 2006 AATF conference in Milwaukee. (See announcement on p. 42).

### Université du Québec à Chicoutimi

We are pleased to confirm a summer scholarship in 2005 to the *Université du Québec à Chicoutimi* for an AATF member to attend a 3-week immersion program (July 3-23).

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.

### Université Laval

The AATF is again pleased to announce a scholarship to an AATF member from the *École des langues vivantes de l'Université Laval*. The scholarship (July 4-22) is offered as part of the "Stage de perfectionnement en enseignement du français, langue seconde ou étrangère." The scholarship covers 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 or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2004-2005. Preference will be given to members who have been in good standing since January 1, 2002.

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 (2000-2004) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2005-2006, and recipients of the Belgian and French scholarships must prepare a cultural project which will become part of the AATF Lending Li-

brary and present a session at the AATF convention in Milwaukee.

### Selection Process

The scholarships will be awarded by national competition to members who indicate a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students. Applications will be reviewed and the decision will be announced in early April 2005. A number of factors will be weighed:

- clarity and specificity of the candidate's statement;
- reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment;
- 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/](http://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, 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 March 1, 2005**, to be considered for the scholarship. Incomplete applications will not be considered.

## ADMINISTRATIVE ASSISTANT APRIL WALSH RETIRES

April Walsh officially retired from the AATF on October 1, 2004 after more than thirty years of service to the association. April began working for the AATF as an undergraduate at the University of Illinois under Executive Director Frank Nachtman. At various times, she performed all the jobs connected with the AATF, such as Pen Pal Bureau, Placement Bureau, membership, subscriptions, gradually working her way up to the position of Administrative Assistant. While pursuing two Masters degrees in French and French Cinema, she held this position and worked with Executive Director Fred Jenkins for several years when he took over.



Finally, April decided to put her teaching degree to good use and left to take a position at Holmes High School in Covington, KY, not coincidentally the school where AATF *National Bulletin* Editor Jane Goepper was teaching.

After a brief stint teaching French (of course, her students participated in the *Grand Concours*), April returned to Urbana-Champaign and the University of Illinois, eventually becoming the administrative assistant in the French department. In 1997, she was ready for a change and moved to Carbondale to help with the transfer of national headquarters to Southern Illinois University.

AATF members may think that the national headquarters staff works in comfort-

able, air-conditioned surroundings while doing the business of the association.

However, April has known the ins and outs of the old white house at 57 East Armory Avenue in Champaign where the offices were located for nearly thirty years. The heat of summer and the cold of winter offered equal challenges. We traded that for the austere, barracks-like atmosphere of Faner Hall on the SIU campus. More time than we would care to admit has been spent on our hands and knees under desks hooking up wires, hauling tubs and trays of mail to the post office (how many tons? Postage alone averages \$35,000 per year), and forever trailing our little luggage carts behind us on trips to the basement storage facility (trips that require a custodian or security person because they won't let us have a key to the service elevator!). April has been a partner to all of this and more with humor and a "let's roll up our sleeves and get busy" attitude. You can read her account of her years with the AATF in the special 75<sup>th</sup> anniversary issue of the *French Review*.

April is a Life Member of the AATF and was named a *Chevalier dans l'ordre des Palmes académiques* at the 2000 Paris Convention. She will not be replaced so much as remembered as the person who is hired to fill the position carries on and makes it his or her own. *Merci, April.*

### CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 77, No. 3 (February 2004). Les activités se trouvent à la page 18.

- |  |   |
|--|---|
| <p>I. 1. qui; 2. dont; 3. laquelle; 4. auquel; 5. qu'; 6. quoi; 7. laquelle; 8. dont; 9. auquel; 10. que;</p> <p>II. 1. pas conservation mais conserve<br/>2. pas trombone mais trompette<br/>3. pas souris mais rat<br/>4. pas menthe mais grenadine<br/>5. pas mangé mais mordu<br/>6. pas guitare mais accordéon<br/>7. pas violoncelles mais violons<br/>8. pas chèvre mais vache<br/>9. pas basse mais ténor<br/>10. pas Lénine mais Staline</p> <p>III. 1. En; 2. Dans; 3. Dans; 4. En; 5. Dans</p> <p>IV. 1. Organismes génétiquement</p> | <p>modifiés</p> <p>2. Confédération générale du Travail</p> <p>3. Confédération française des travailleurs chrétiens</p> <p>4. Confédération générale des cadres</p> <p>5. Organisation mondiale de la Santé</p> <p>V. Propositions de réponses:</p> <p>1. dites-lui que vous avez rendez-vous et que vous devez partir</p> <p>2. demandez à visionner une version avec sous-titres</p> <p>3. contactez votre syndicat</p> <p>4. changez de disque</p> <p>5. il sera remis en liberté</p> |
|--|---|

## 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 posted on the AATF Web site at [www.frenchteachers.org].

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

**www.frenchteachers.org**

# AATF NATIONAL FLES\* COMMISSION 2005 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES\* Commission is delighted to announce the 2005 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: **REFLETS DE LA FRANCE: Reflections of France.** 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 **February 21, 2005**. See the AATF Web site [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, 2005 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 2004-2005 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.

# REGIONAL REPORTS

## Region III: New York State

This year has been one of both successes and challenges in Region III. Our greatest successes have been in substantially increasing participation in the *Grand Concours* and continued accomplishments in presenting significant, varied programs and activities during National French Week. The Western New York Chapter's National French Week activities merit special praise. Some chapters maintain strong areas of cooperation between primary, secondary, college and university programs. Another chapter has begun to establish ties with Francophone heritage communities and has initiated conversations with educational and governmental agencies in Quebec.

Our greatest challenge is the threat to established French programs. In addition to a shortage of certified teachers, the region continues to see programs placed in jeopardy when teachers retire and when district mentoring programs provide insufficient support to novice, beginning teachers. In a number of our chapters, officers have initiated advocacy programs. Chapter members and officers have worked with AATF Vice-President Robert Peckham to create a New York Needs French Web page located at [[www.utm.edu/~globeg/nyadvocat.html](http://www.utm.edu/~globeg/nyadvocat.html)]. The region will continue to work to establish new links to governmental and educational resources in Quebec.

David Graham

Region III Representative

## REGION IV: MID-ATLANTIC

I am happy to report that Region IV has maintained our first place position for enrollment in the *Grand Concours*. We have maintained first place for the past six years. Our success is due to the fortitude and hard work put forth by all the contest administrators in this region. Their dedication and selfless giving of time have kept us in first place. *Chapeau!* I especially want to congratulate all the teachers who encouraged their student to take the exam. Whether or not you had winners in the contest, we know that all our students are winners to us. I also want to congratulate all the winners, both the national winners and the local winners, as well as all those students who took part in the contest and who are continuing to show an interest in the study of French and Francophone cultures.

Contact with students and schools in Francophone countries continues to increase. Several chapters continue to report that members and their students have raised money to send to needy schools in Haiti as well in other Francophone countries. Many students, especially in the

Lehigh Valley Chapter, have continued as pen pals with students from third world countries.

Region IV also celebrates those members who have received scholarships and awards. Debbie Bartle (Virginia) received the award for Outstanding Contest Administrator for a large chapter. Marilyn Conwell (Philadelphia), Alice Cataldi (President, Delaware), Muriel Dominguez (President, Washington/Northern Virginia), and Nicole Minnick (President, Maryland) were all named *Chevaliers dans l'Ordre des Palmes académiques*. Marilyn Conwell also received the 2004 AATF Dorothy S. Ludwig Excellence in Teaching Award. Stephanie Schechner (Philadelphia) received an AATF Summer 2004 Scholarship for study in France, and Jolene Lichtenwalner (Treasurer, New Jersey) received the award for Best Foreign Language Educator in New Jersey. *Chapeau* to everyone!

Region IV was well represented at the congrès in Atlanta. Eileen Angelini (Philadelphia) and Diana Regan led sessions that were well attended. Attendees had that rare opportunity to meet with teachers from all parts of the world and to discuss common problems and successes. Many teachers who came from Africa and Eastern Europe were especially sensitive to the American hospitality. The comments were positive on how they were received and treated. One gentleman from Cameroon told me that he found Americans to be *chaleureux, ouverts, accueillants*. That was very special!

Finally, I would like to say *un grand merci* to everyone in this region. My second term will be completed at the end of this year, and it has been a wonderful six years. I have met many dedicated professionals who work together for a common cause—to promote French and Francophone culture and language. I have also very much enjoyed working with the AATF Executive Council. I respect and admire the organization, dedication and fortitude of Jayne Abrate. She does an amazing job as Executive Director. I have also enjoyed working with Gladys Lipton. I feel privileged because I was on Council when *la Semaine du Français* came into existence. In spite of the many objections of "it will never work." Gladys insisted that this idea would make French more visible in the schools and the communities, and it does and will continue to do so. Working with Jean-Pierre Pirion was a unique experience! His sense of humor and good nature kept everyone smiling. He is certainly the master of the "double entendre!" During this last year, I have also had the good fortune to work with Margot

Steinhart. She is dedicated to the AATF and will certainly take the organization to a new level of visibility and achievement. I wish her another successful year as president. Looking back, I feel fortunate to have worked with some of the "giants" in education.

Again, many thanks to everyone for your support and encouragement for any activity that I may have suggested. It was an amazing six years and I feel privileged to have been able to represent so many dedicated and creative teachers. It is because of this enthusiasm that French will continue to survive in our schools.

Respectfully submitted.

Diana Regan

Region IV Representative

## 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: [[hkt0718@louisiana.edu](mailto:hkt0718@louisiana.edu)] or from the AATF Web site at [<http://www.frenchteachers.org>].

## 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 19 to notify the AATF or send an e-mail to [[ahanson@siu.edu](mailto:ahanson@siu.edu)], AND send any address changes for *Le Français dans le monde* to [[fdlm@vuef.fr](mailto:fdlm@vuef.fr)].

# MOTS CHASSÉS:

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Exercices sur l'article «la Vie des mots» paru dans la *French Review*, Vol. 77, No. 3 (Feb. 2004). Le corrigé se trouve à la page 15.

## I. Mettre le pronom relatif voulu:

1. Le chef \_\_\_\_\_ dirige cet orchestre est d'origine chinoise.
2. L'homme \_\_\_\_\_ les genoux jouaient des castagnettes mourait de peur.
3. La «pepée» a \_\_\_\_\_ je pense ressemble à Brigitte Bardot.
4. L'instrument de musique à \_\_\_\_\_ je pense est un violon.
5. La boisson \_\_\_\_\_ il a commandée est un Tango.
6. Ce à \_\_\_\_\_ vous pensez ne m'intéresse pas.
7. L'entreprise pour \_\_\_\_\_ je me suis dévouée a été vendue à une compagnie japonaise.
8. Le piano-bar \_\_\_\_\_ vous m'avez parlé vient de fermer.
9. Le violon à \_\_\_\_\_ vous faites allusion n'est pas un instrument de musique mais une prison.
10. La «contredanse» \_\_\_\_\_ vous avez prise doit être payée immédiatement

## II. Relevez le mot incorrect dans la phrase qui suit et remplacez-le par le mot qui convient.

1. Les syndicats n'ont malheureusement pas agi de conservation.
2. Sauve-toi discrètement, pars sans tambour ni trombone.
3. Cette petite souris de la classe de danse de l'Opéra de Paris est devenue danseuse étoile.
4. Le «Tango» est un mélange de bière et de menthe.
5. Elle est tellement naïve qu'elle a mangé a l'hameçon.
6. Tire tes chaussettes car elles sont en guitare.
7. Vous n'êtes pas d'accord: il serait temps d'accorder vos violoncelles.
8. Quel mauvais temps! Il pleut comme chèvre qui pisse!
9. Mr. X est une grande basse du barreau français.
10. Les orgues de Lénine qui ont été lancées sur cette ville ont fait beaucoup de dégâts.

## III Remplir les blancs à l'aide de «en» ou «dans».

1. \_\_\_\_\_ un rien de temps, cette femme dépensière s'est ruinée.
2. Cet accident a été relaté \_\_\_\_\_ la presse régionale.
3. Ce pauvre SDF dort toujours \_\_\_\_\_ la rue.
4. Mon appartement a été dévalisé \_\_\_\_\_ l'espace de trente minutes.
5. \_\_\_\_\_ mon enfance il y avait moins de jeux audio-visuels que maintenant.

## IV. Développez les sigles suivants:

1. O.G.M
2. C.G.T.
3. C.F.T.C.
4. C.G.C.
5. O.M.S.

## V. Rédigez une proposition principale qui s'accorde avec la subordonnée par SI proposée ci-dessous:

1. Si votre interlocuteur vous bassine \_\_\_\_\_.
2. Si vous ne comprenez pas la version originale de ce film \_\_\_\_\_.
3. Si votre patron débauche son personnel pour un oui pour un non \_\_\_\_\_.
4. Si cette musique de fond vous agace \_\_\_\_\_.
5. S'il y a peu de charges contre ce prisonnier \_\_\_\_\_.

Colette Dio, Nancy, France

## WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. Income from gifts of stock given by Mr. Jensen will fund one \$1500 scholarship per year to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2005-2006.

### Eligibility Requirements

The student applicant must be at least 18 years of age at the time of application and enrolled in an established teacher education program (B.A., B.S., or M.A.T.) in French. Applications for independent study abroad trips or summer programs will not be considered. The applicant must be a U.S. citizen or permanent resident and a non-native speaker of French. He or she must be sponsored by an AATF member teacher.

### Scholarship

The \$1500 scholarship will be paid directly to the study abroad program of the winner's choice to cover tuition, fees, travel, or housing costs for a semester-long or one-year study abroad program in a Francophone country. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

### Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Fax: 618-453-5733; E-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. The application deadline is **March 15, 2005**.

### 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 [http://www.frenchteachers.org]. You will probably find the answer there.

## AATF PRESENTS 2004 DOROTHY S. LUDWIG AWARD TO OUTSTANDING TEACHERS

Every year the AATF presents the Dorothy S Ludwig Excellence in Teaching Award to outstanding teachers at all levels of teaching. This year winners were announced at the secondary level, **Janel Lafond-Paquin**, and at the university level, **Marilyn Conwell**. No awards were made at the elementary or middle school levels. Janel Lafond-Paquin teaches French at Rogers High School in Newport, Rhode Island and also chairs the Foreign Language Department. In addition, Janel is an adjunct faculty member of Rhode Island College. She has been active in the AATF and in the Massachusetts Foreign Language Association. She has presented numerous workshops and sessions for both organizations. She is co-chair of the AATF Commission on Middle Schools. She has been a member of the Board of Directors of the Boivin Center for French Language and Culture at the University of Massachusetts at Dartmouth since 1991.



Pictured at the Awards Luncheon in Atlanta (from left to right): AATF President Margot Steinhart, Janel Lafond-Paquin, Marilyn Conwell, Jean-Pierre Berwald, Chair of the Selection Committee

Marilyn Conwell is Professor of Modern Languages and Literatures at Rosemont College in Rosemont, PA. She received her Ph.D. from the University of Pennsylvania in 1961. Marilyn has served in many capacities for the AATF at the local, state, and national levels. She has been very active with the Pennsylvania State Modern Language Association and ACTFL. She developed the Conwell Language Center at Rosemont College. In addition, she has been very active in the DELF/DALF exams in the Philadelphia area.

Congratulations to both these fine teachers!

### MOVED THIS SUMMER? 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 [ahanson@siu.edu].

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Name _____		
Last	First	Middle
New address _____		
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City	State	Zip
Old address _____		
(as it appears on mailing label)		
_____		
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: [aprilcole@yahoo.com].		

## DAVID GRAHAM'S QUEBEC MUSIC WEB SITES

ADISQ Music Organization: [www.adisq.com]  
ADISQ Music Awards: [www.adisq.com/gala-adisq-03/index.html]  
*Alliance nationale de l'Industrie Musicale* (represents artists hors Québec): [http://animusique.ca/]  
Archambault Music, CD/Video by mail: [www.archambault.ca]  
Audiogram Records represents Québec's best artists [www.audiogram.com]  
Isabel Boulay, fan site: [http://perso.club-internet.fr/delouis/Boulayaccueil.htm]  
CASLT Teaching with Music: [www.caslt.org/research/musicf.htm]  
CHOI FM Radio: [www.choifm.com/2002/index.asp]  
*Chez Hergé*, lyrics, bios, and more: [www.comnet.ca/~rg/index.htm]  
La Chicane (group): [www.lachicane.com]  
*Les Cowboys Fringants* (Punk pop): [www.cowboysfringants.com]  
*Les Disques Atlantis*: [www.disquesatlantis.com]  
Céline Dion, who else?, has sites around the world: [www.celineonline.com]  
Luce Dufault: [http://pages.infinit.net/prodd/accueil/luce.html]  
Québec City Summer Festival in July every year: [www.infestival.com]  
*Francofolies de Montreal* festival: [www.francofolies.com]  
Garou site: [www.garouland.com/index.html]  
Hart Rouge (great folk music; performs in U.S.): [www.hartrouge.com]  
Iceman's lyric site: [http://iceman.dynamo.ca/eng/]  
Daniel Lavoie site: [http://d.lavoie.free.fr/]  
Musicaction (Industry) site: [www.musicaction.ca]  
Québec rocker Éric Lapointe: [www.ericlapointe.com]  
Anglophones Kate and Anna McGarrigle: [www.letribu.ca/mcgarrigle/index\_800.html]  
*Le Parolier, lots* of lyrics: [http://le-village.iffrance.com/leparolier/default.htm]  
Lynda Lemay site: [www.lyndalemay.com/]  
Mitsou, Québec's answer to Madonna: [www.mitsou.com]  
*Musique Plus*, Québec's MTV: [www.musiqueplus.com]  
Net Musik (modern) [www.netmusik.com]  
*Notre Dame de Paris*, official site: [www.notredameonline.com]  
Offenbach and Gerry Boulet: [www.globetrotter.qc.ca/gt/usagers/fcaissy/offen.htm]  
Kevin Parent Home Page: [www.kevinparent.com]  
*Paroles*, the title says it all: [www.paroles.net]  
Bruno Pelletier (of *Notre Dame de Paris* fame): [http://brunopelletier.com]  
*Radio Énergie*, includes *palmarès* with song samples and artist links:  
[www.radioenergie.com]  
*Répertoire des artistes québécoises*, Québec music site:  
[www.repertoiredesartistesquebequois.org]  
Live Radio Rock *Détente*: [www.rock-detente.com]  
Zachary Richard (Louisiana): [www.zacharyrichard.com/home.html]  
Richard Séguin (he's my favorite singer): [www.richardseguin.com]  
*Starmania, Opéra rock*: before *Notre Dame de Paris* there was *Starmania*: [http://starm.free.fr/sitestarm/starmania.htm]  
Top Ten Fun Songs of All Time: [http://top10quetaine.com]  
Josée Vachon (also performs in U.S.): [http://joseevachon.com]

David Graham  
E-mail: [davidg8809@aol.com]

### REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Éric Vincent along with a visit of Paris. The multicultural flavor of Vincent's music and the poetry of Paris combine to create an exciting document. The 58-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions. See page 38 for more information.

### Promotional Materials

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

Check out the

- AATF Materials Center (p. 38)
- Poster series (p. 6)
- Promotional Flyers (p. 39)
- Other Promotional Items (p. 8)

## ANNUAL CONVENTION IN QUEBEC CITY

Mark July 7-10, 2005 on your calendars! The 78<sup>th</sup> annual AATF convention will be held on those dates at the Hilton Hotel in Québec City. We are planning a number of exciting activities as well as the usual excellent professional program.

### Call for Proposals

The Call for proposals is now on the AATF Web site at [www.frenchteachers.org/convention]. The deadline for submissions is December 15, 2004. This year we are accepting only on-line submissions. This saves a tremendous amount of staff time by providing the input in a readily-usable format and avoiding hours of data entry. Please do not send hard copies. If anyone absolutely cannot submit a proposal on-line, please contact [abrate@siu.edu] for further information.

### Hotel Information

The convention will take place at the Québec Hilton which is located right across the street from the Parliament Building and at the gate to the old city. Any side of the hotel offers a breathtaking view of either the St. Lawrence River and the Citadel, the old city, or the modern expanse of the city. The rate we have negotiated is \$199 (Can.) = approximately \$159 US plus taxes. Please note that VAT taxes on hotel rooms and non-consumable purchases are reimbursable. Make sure you pick up the forms as you arrive or depart from Québec. Watch the January issue of the *National Bulletin* for information on reserving a room.

### Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée* (organized by Marie-Simone Pavlovich, finalist last March in Pivot's *dictée*) and a panel of Québec authors (organized by Myrna Delson-Karan). A special contest is being organized for graduate student presenters (see page 1). President Margot Steinhart is also exploring possible areas of collaboration with the Québec *Ministères des relations internationales*.

### Activities

In addition to the wonderful summer activities traditionally available in Québec, we are working with a number of travel companies based in Québec to offer area excursions and perhaps post-convention excursions as well to places of interest in the region. We are also discussing possible activities at the *Université Laval*.

Watch the AATF Web site for more details regarding costs, travel, the program, and other information which will be posted as the various elements are confirmed.

# CHAPTER NEWS

## Central New York

After a summer planning meeting, the Central New York Chapter held a meeting last October with about thirty-five in attendance. Four presenters discussed what they had learned at the annual conference in Martinique. Refreshments with a Martinique flavor were served.

The Chapter's big event is the *Concours* and the awards luncheon. A number of members worked diligently to honor the chapter winners. More than 1,200 students competed. Some 250 persons attended the luncheon, and prizes were purchased for each of the 250 winners. There were 130 national winners! The chapter has a few very active members and they are trying to get more people involved.

David Graham

Region III Representative

## Delaware

This year, just like in past years, there was neither an idle nor a dull moment in Delaware.

While the political mood was not very supportive for things French, teachers and students doubled their efforts to express their support and enthusiasm for the language and culture they love.

The traditional celebrations of *la Semaine du Français* experienced a notable addition. Thanks to a Small Grant from National Headquarters, special grass roots committees were formed in four schools and on the University of Delaware campus to meet challenges at hand. The high school committees that were formed are made up of parents, student and faculty representatives whose mission is to meet periodically and engage in a dialogue for the promotion of French in their schools and in their communities. Although the mission of the University of Delaware committee is the same as that of the high schools, the meeting held on campus during *la Semaine du Français* focused more on "damage control." French and Francophone members of the campus community engaged in heated discussions while enjoying delicious crepes prepared by the French Club.

Fortunately, our proactive efforts to turn the negative tide were greatly supported by the French Embassy. The French Ambassador's visit to the University of Delaware attracted a full house, and the three visits of the French Cultural Attachée Laurence Émile-Besse, to our state produced remarkable results. The *Grand*

*Concours* yielded state and national winners; high school students won sports scholarships, and university students plucked assistantships and all will be heading to France soon.

Andea LaCombe, an AATF member, became our first National Board Certified teacher in world languages, and Alice Cataldi, Chapter President, was named a *Chevalier dans l'ordre des Palmes Académiques* at an official ceremony at the University of Delaware.

The first "Teach Europe" seminar was held at the Goodstay Conference Center, formerly a DuPont mansion. This conference was a huge success and a model for collaborative projects since it brought together many groups and attracted participants from four states. It was funded by the French Cultural Service and the Delaware Department of Education and



Attachée de coopération Laurence émile-Besse at the ceremony awarding the *Palmes académiques* to Chapter President Alice Cataldi.

supported by the University of Delaware, the Goethe Institut, and the chapter.

The school year is coming to an end and so is the chapter president's third term. Although Alice is stepping down from this office, you can count on her to continue planning on behalf of everything French. Before saying *au revoir*, however, she would like to say *un grand merci* to everyone for their unconditional support during the past six years.

Alice Cataldi  
President

## Hudson Valley

The Hudson Valley Chapter had over 1,850 students participating in this year's *Grand Concours*. Normally, there are fewer than 30 national winners. This year they had 125. There was one gold medalist and

nine silver medalists. The *Distribution des Prix* was held at Union College's Student Center, and there was standing room only in the auditorium with parents, grandparents, students and teachers, and administrators in attendance. The welcoming address was given by the head of the French Department at Union.

Special awards were given to Miriam Zimet Aaron of Spackenkill High School, Poughkeepsie, the teacher of the chapter's gold medal winner, and to President Luci Bianchi and Treasurer Susan Williams who have completed their terms of office and whose diligence was lauded by all present. This marked the 38th consecutive year that AATF Life Member Robert J. Ludwig has administered the chapter's *Grand Concours*.

David Graham

Region III Representative

## Lehigh Valley, Pennsylvania

Teachers have been very busy this past year. Many activities have involved travel and outreach to other schools in Francophone countries.

Anne Sophie Tzanetatos, Northampton Senior High School, hosted students and their teacher from Switzerland. Anne has encouraged her students to contact pen pals from Tournai, Belgium as well as from Switzerland.

Lucie Allison from Perkasie moderates a French Club that has taken trips to museums and French restaurants.

Judith Vichr, *Grand Concours* Administrator, invited Josée Vachon to give a concert for *la Semaine du Français*. Josée sings folk songs and uses spoons and foot work typical of Canadian music. Jeff Katz from the World Bank spoke to Judith's classes about the importance of French as a second language in the global community. Students visited Philadelphia for the "Manet and the Sea" exhibit followed by a lunch. In addition, they participated in a trip to France. Thirty-nine new members were inducted into the *Société honoraire de français*.

There were four regional winners and five national winners in the *Grand Concours*. The awards ceremony took place with President Pascal Dewey presiding.

Noel Smith gave a presentation on her experiences in Benin for the local French teachers and then again at a meeting of the *Alliance française* hosted by AF President Jacqueline Davis.

Cherylene Schellenberger and her students visited the Culinary Institute of Pittsburgh to learn the art of French and European cooking.

Pascale Dewey hosted a "Diversity Fest" on the campus of Kutztown University. Céline Poulin from Quebec and Dr. Amadou Guisse from Mali spoke at this event. In addition, there was a presentation on "France and the French-Speaking World" to three geography classes at the University.

S. Pascale Dewey  
President

### Metropolitan New York

The World Congress in Atlanta was attended by Dr. Myrna Delson-Karan, Dr. Françoise Santalis, and Jacqueline Friedman. The lectures and presentations were outstanding. It was wonderful to meet people from around the world to share ideas, tips, and experiences. Bernard Pivot, as usual, spiced up a great evening full of surprises, excitement, and laughter. Many thanks to all the organizers who worked long hours in order to provide us with a memorable *congrès* and new friends.

It is with great sadness that we mourn the passing of Michel Broquet, our Past-President, who died in Paris and Tony Edward Zane, our Past-Treasurer, who died in Long Island. Their dedication to the AATF will not be forgotten.

Françoise Santalis  
President

### Michigan

Le weekend annuel de français tenu par le chapitre de Detroit a eu lieu au Camp Dainava, près de Manchester. Cela a marqué le 20<sup>ème</sup> anniversaire d'une expérience incomparable! On arrive vendredi vers 17h00 et repart dimanche matin après le petit déjeuner. On se détend, on travaille, on se promène, on cuisine et surtout on s' amuse. On partage des idées sur les techniques professionnelles. Le but principal c'est l'amitié et l'encouragement à parler français.

At the Fine Arts Center, Calvin College, *la Compagnie Claude Beauclair* a joué *Conversations épistolaires: George Sand et Gustave Flaubert* et *La Dernière Bande* de Samuel Beckett.

La réunion annuelle lors du congrès MFLA a eu lieu en octobre. On y a discuté l'année des langues 2005. Quelle est cette initiative? Comment la poursuivre?

On pourra découvrir l' œuvre d'un dramaturge français contemporain en assistant à la représentation de six extraits des pièces de Jean-Michel Ribes au théâtre de *Western Michigan University* le 5 novembre 2004. Christine Iaderosa et deux membres du Théâtre de la Chandelle verte [chandelleverte.tripod.com], qui se spécialise en théâtre comme véhicule pédagogique, emploieront une mise en

scène music-hall pour interpréter des scènes de «Théâtre sans animaux» et de «Sans m'en apercevoir». Selon Mme Iaderosa, ce sera une gambade, souvent amusante parfois poignante, à travers l'expérience humaine. Un dossier pédagogique, préparé par la troupe, sera disponible en contactant la troupe ou en s'adressant au professeur Cynthia Running-Johnson [Cynthia.Running-Johnson@wmich.edu].

Chaque année, depuis très longtemps, Jim Murphy, de l'Interlochen Arts Academy, organise le concours de français pour les élèves du Michigan en dehors de Detroit. En 2003, on l'a nommé *Contest Administrator of the Year*. Nous sommes tous très fiers de lui ainsi que de tous les participants, élèves et enseignant(e)s. Pour féliciter Jim et pour vous inscrire pour l'année prochaine, envoyez un mél à cette adresse: [murphy@interlochen.k12.mi.us].

Sandy Dugan  
President

### New Jersey

In September, the *journée pédagogique* was held at Westfield High School. Participants attended a Workshop on Martinique, its culture and literature. Valérie Vulcain from the Martinique Promotion Bureau did a presentation. Also, chapter members who attended the AATF Convention in Martinique presented reports, multimedia presentations, and cultural units they developed after their return. Nicolas Gachon from the *Centre de Ressources de Rutgers* was in attendance.

In October some chapter members attended the "Teach Europe Seminar" at Rutgers University. The Seminar Series was sponsored by the French and German Consulates and a collaboration of professional associations for French and German instructors and several universities.

During National French Week, the chapter organized two concerts by Eric Vincent, one at Summit High School and one at North Hunterdon High School; 25 schools participated! The professors also organized numerous activities in their schools during the week.

In early December a bus took about twenty chapter members to a delicious lunch at a restaurant located in a magnificent 1891 New York landmark building in Tribeca. Everyone then went to see the movie *Les Invasions barbares* by Denys Arcand.

More than 250 students from 15 New Jersey high schools came to the Drew University campus for a day of French immersion. When the students arrived, they had breakfast and then attended two workshops led by French teachers: *danses folkloriques*, African masks, poetry, the-

ater, French songs, *Jeopardy*, *jeux de société*, etc. Then the group moved to the Drew cafeteria where they had a French lunch—salad, quiches, sandwiches, *salade de fruits*, and *mousse au chocolat*. After lunch, everyone reconvened in the gym for a giant auction, and students bid on French items with their fake euros. Some students even put their euros together to win items which they then offered to their French teachers! Students fully enjoyed the day, and the teachers felt that their students were very encouraged by the event and found new motivation in class because of it.

The pictures of this event were posted on the chapter Web site, and everyone could copy their pictures and make collages with them. Due to the success of this event, we are planning to do it again next year.

The Chapter organized two shows of *Molière Than Thou*, one at Drew University, co-sponsored by the Drew Theater Department and the Drew Extra-curricular Activities Board, and one at Summit High School. *Molière Than Thou* is an introduction to the works of Molière, written and played by Timothy Mooney.

In March at the Foreign Language Educators of New Jersey (FLENJ) conference, the AATF had reserved a booth next to the *Centre de Ressources du français* at Rutgers University in order to inform visitors of our activities and give out AATF brochures. During the awards ceremony, our treasurer, Jolene Lichtenwalner, received a special plaque for Best Foreign Language Educator in New Jersey. *Félicitations à Jolene*.

The theme of the *journée pédagogique* this year was "Enseigner la Deuxième Guerre mondiale et la Résistance en l'honneur du soixantième anniversaire du débarquement, le 6 juin 1944.

Un nombre record d'élèves, près de 2.500, se sont inscrits cette année! Un grand merci à nos organisatrices, Marlene Manela et Tammy Wubbenhorst qui ont fait un travail extraordinaire. Lors de la cérémonie, 210 élèves ont été récompensés. La cérémonie a eu lieu à Rutgers University. Dr. Richard Lockwood, Chef du Département de Français de Rutgers, Marlene Manela et Tammy Wubbenhorst étaient les «maîtres de cérémonie». Le chapitre a écrit aux entreprises françaises établies dans notre région pour solliciter des dons. L'Oréal, le CIC, Novotel, Dassault/Falcon Jet Corp, Air France, les Éditions de la Courte Échelle, les Éditions Milan Presse et Scholastique Canada ont répondu à l'appel avec des dons en espèces ou en produits. Nous remercions également le

Service culturel de l' Ambassade de France, le Gouvernement du Québec, la Chambre de Commerce franco-américaine et Rutgers University pour leur soutien dans la préparation de cet événement.

The Chapter's Web site [mywebpages.comcast.net/mcm110/index.html] has been largely improved and now provides all the information for the chapter members (yearly calendar, monthly bulletins, officers' information, photos of past events, etc.). The monthly bulletin is sent individually each month via e-mail to all the members of the chapter as well as various information as it comes in (job openings, reminders, events going on in New York). The Chapter President is planning to include a forum where New Jersey French teachers can exchange activities and ideas.

Marie-Christine Massé  
President

**Northeastern Pennsylvania**

The Chapter had 482 students, including FLES students, who participated in the National French Contest this year. This was almost 100 more than last year. There were 69 chapter winners in 22 different secondary levels and divisions and two FLES level 2 divisions. There were also 22 national winners, including one first place. The Chapter's annual National French Contest Awards Dinner was held at King's College with 180 people in attendance. The winners, their parents, teachers, and principals were invited, and the pro-

gram was entirely in French, including a French menu and a brief presentation in French by a King's College French student. This year's speaker was a freshman who had been a first place winner in the National French Contest in the previous three years. Trophies and certificates were given to the winners, and photos were taken for the local newspapers. The dinner encourages area students who are studying French, since it has become a much anticipated event. Many students want to be eligible to attend. The dinner, which is also the Chapter's annual meeting, is an opportunity for area French teachers to

become acquainted and to share ideas. In addition to our recruiting effort in the fall semester, the National French Contest and the dinner are the only events held by our small chapter each year.

Margaret Corgan  
President and NFC Administrator

**Northern Virginia, Washington, DC**

The first chapter officers' meeting took place in September at the home of Muriel Farley Dominguez. The following officers and members were present: President Muriel Dominguez, Vice-President Margaret Ann Kassen, Secretary Regina Dee, National French Contest Administrator Laura Walker, Immediate Past-President Elizabeth Schollaert, Past Treasurer Helen Pfohl, GWATFL Treasurer Laura Faga, and National French Contest Secondary Chair Geneviève Delfosse. Since we are now a joint chapter, suggestions were made for attracting more DC members. There was also a discussion regarding members

Georgetown Day High School. The chapter had originally planned a "Swap-Shop" at Marymount University for National French Week. When GWATFL had to postpone the meeting due to Hurricane Isabel, our chapter decided to collaborate with GWATFL rather than have two important foreign language events on the same weekend. The result was a very interesting and unique program. Several members of our chapter gave presentations at the annual Swap-Shop. This year's French Swap Shop featured ideas on using music, theatre, and film in the classroom. After introductory remarks by the chapter president, each participant was invited to distribute handouts to share and to give a presentation on one of the topics. Many thank to Laura Franklin and Laura Faga and others for helping to organize such a fine symposium and for their warm welcome to the AATF.

In the future, Laura Faga's husband would like to work with our chapter president on creating a possible Web site. The president told those in attendance that the membership list needed to be updated and that she was in the process of making phone calls to inactive members.

The meeting ended with a brief report regarding the AATF Convention in Martinique.

The Chapter had 2,200 students participate in the National French Contest at both FLES and secondary levels. That gives the chapter a ranking of 13 in the nation out of

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The AATF would like to thank Jeff Roberts of New World Design Partnership for providing us with this excellent resource for French teachers.

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who belong to two local chapters, Northern Virginia/DC, Maryland, and/or Virginia. Laura Walker and Geneviève Delfosse gave reports on the *Grand Concours*.

At the September meeting, Laura Faga talked about the GWATFL Symposium. This was a unique event which attracted language teachers and administrators from throughout the region. The initial program took place at the French Embassy and featured a panel with Marty Abbott, ACTFL President, and J. David Edwards, Executive Director of JNCL-NCLIS. The chapter participated in the second part of this symposium which was held at

all 75 chapters that participate. The chapter's ranking has improved above where we were last year (18th). Laura Walker, the Contest Administrator, attributes this increase to Geneviève Delfosse's position as Chair of the Secondary Test Development Committee. For years, many of the teachers in Fairfax County Public Schools told Laura that they did not participate because they felt as though the exam did not accurately reflect where they thought the students should be. As for FLES participation, the Chapter had roughly the same number of participants this year as last. The Contest Administra-

tor believes that our chapter is fifth in the nation in terms of participation at this level.

The Awards Ceremony took place at St. Stephen's/St. Ann's School. Three officers assisted in the distribution of certificates signed by the chapter president. Geneviève Delfosse mentioned that the test is being adjusted according to suggestions received on a survey. The 2004 *Grand Concours* Test Development Committee worked intensively to prepare six levels that would reflect the realities of the French classroom across the nation. The traditional eight culture questions were deleted from all six levels and replaced by cultural awareness, infused throughout the contest with an effort to include the whole Francophone world. In response to pleas from the vast majority of colleagues, the committee reduced the number of grammatical structures in the list of specifications for each level. The contest is given in March every year, and expectations should match the reality that the program of studies is far from finished in the majority of schools. The goal of the committee is to create an instrument that requires no specific preparation outside the classroom. Therefore, teachers should feel confident that they can register their entire class. The committee encourages all teachers to send their feedback to the chair, Geneviève Delfosse at [genevieve@delfosse.com] and expresses gratitude to all for the numerous messages of appreciation which they have sent.

The chapter would like to highlight the following report from Genevieve Delfosse regarding the Modern Foreign Language Tournament which was held in our chapter area with the participation of many AATF members and a dinner organized under the auspices of the Arlington-Reims Sister City Committee.

The Tournament took place at Thomas Jefferson High School for Science and Technology located in Fairfax County (VA). Four languages were represented—French, Spanish, German, and Japanese. Students competed in four different categories: recitation of prose and poetry, original oratory, dramatic interpretation, and original skit. There were more than twice as many French students as Spanish, a testimony to the enthusiasm of our students for the French language and culture. Due to the high numbers of sub-categories, many students received an award and felt a great sense of accomplishment after all their hard work. Teachers were equally proud and inspired by the performances they judged. The chair of the MFLT, Geneviève Delfosse, and her Fairfax County colleagues encourage all

Northern Virginia foreign language teachers to register their students next year. Send an e-mail to Geneviève at [genevieve.delfosse@fcps.edu] to be included on the mailing list. Clearly, regional events such as the MFLT build up enthusiasm for language studies among students and parents. The dates for the MFLT 2005 have been set for February 5, 2005, and will again take place at Thomas Jefferson High School for Science and Technology, 6560 Braddock Road, Alexandria, VA, 8:30-12:00, with February 12 as a snow date.

A pot luck dinner was organized by the Arlington/Reims Sister City Committee. AATF chapter members from the community were invited to St. Andrew's Church in Arlington to help welcome a group of French high school students and teachers from the Lycée Chagall in Reims, France. In August, the chapter president traveled to Reims with the Arlington/Reims Committee, at the invitation of the city's mayor, to attend the commemoration ceremony of the 60<sup>th</sup> anniversary of the liberation of Reims.

Muriel Farley Dominguez  
President

#### **Pays du Nord**

Membership in the Pays du Nord chapter is very small, but a membership drive and barbecue is planned for the fall. For National French Week in 2003, Josée Vachon performed two concerts, one in Plattsburgh and the other in Potsdam. The Potsdam concert and an upcoming film festival there were organized through an AATF grant and the diligent efforts of member Patricia Moosbrugger. The concert in Plattsburgh was done in cooperation with Saint Peter's Church in celebration of the 150<sup>th</sup> anniversary of its founding by French-Canadian immigrants. The concert was attended by Plattsburgh's French-speaking mayor, Daniel Stewart, and Canadian Parliamentary *Deputé fédérale* Claude Bachand.

Chapter President David Graham later met with M. Bachand regarding a Christmas concert to take place in December 2004 in Plattsburgh featuring a group from Saint-Jean-sur-Richelieu, Quebec. They also spoke about initiating exchanges between Pays du Nord members and Quebec schools. In June, David worked on the organizing committee of the French Festival with Saint Peter's Church. It is hoped that next year they will be able to bring a musical artist from Quebec to perform.

Future chapter plans also include a monthly French film showing in conjunction with the SUNY Plattsburgh French Department and the church. Margaret Queguiner did a terrific job in reinvigorating

and administering the *Grand Concours*. They had a good increase in student participation. The chapter is continuing to investigate a scholarship for a high school student to a school in Quebec. Chapter goals for 2004-2005 are increased membership, more frequent chapter activities, community outreach and a student talent show for National Foreign Language Week.

David Graham  
Region III Representative

#### **Philadelphia**

Award winners in 2004:

AATF Dorothy S. Ludwig Award for Excellence in Teaching and *Chevalier dans l'Ordre des Palmes académiques*—Marilyn Conwell, Rosemont College

AATF Summer Scholarship Winner—Stephanie Schechner, Widener University

Our fall conference was held at Rosemont College. Six chapter members discussed *la Cuisine dans la classe de français*. Marilyn Conwell shared Internet sites with us. Rita Davis explained how her students come to her home and prepare French meals. Diana Regan introduced us to *la Semaine du Goût*. Emily Wagner shared her *Fête des crêpes*. Susan Zeager presented ways to celebrate holidays of the Francophone world. The morning ended with a *dégustation de fromage* hosted by Kimberly Riviere. The presenters teach in area middle schools, high schools, and colleges. Thirty of our members attended the morning workshop. It was a great topic to begin a new school year.

The Chapter awarded cash prizes to three winners of our National French Week poster contest. We also awarded cash prizes to winners of our NFW essay contest. The contest categories were: elementary, intermediate, secondary, and college. The winner in each category received a \$50 check. The seven runners-up received a hardcover book, *French Philadelphia*, by Dr. Joseph Borkson. We used the national themes for each contest.

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

Region IV Representative Diana Regan organized *une soirée de bouffe et de chanson* for French teachers attending the 2003 ACTFL conference in Philadelphia. The Chapter helped organize the event.

Our first spring meeting was at Chestnut Hill College. Our speaker was Flore de Williencourt, the founder and president of *États d'Art*, who is a guest lecturer at the University of Pennsylvania. Mme de Williencourt spoke about *La Jeunesse française*.

Our second meeting also took place at Chestnut Hill College. Abbe Guillet pre-

sented *la Francophonie: An Introduction to West Africa through the Poetry of Léopold Sédar Senghor*.

The annual *Distribution des prix* was held at Chestnut Hill College. Sister Mary Helen Kashuba organizes this night to honor all the winners of *le Grand Concours* in the Philadelphia area. Along with the prizes and certificates from the national office, students receive trophies or plaques from our chapter. We doubled the number of winners in 2004. 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 members in the AATF and to continue self-improvement by attending professional conferences. The winner receives a one-year free membership in the AATF and reimbursement up to \$200 for conference attendance. Maria Mele of St. Basil's Academy was the 2004 winner.

The winner of the 2004 Friend of French award was Jessica Baskin Taylor. Our chapter created this award to honor a person who makes or has made a noteworthy contribution to the promotion of the study of French or Francophone cultures in the U.S. Mrs. Taylor rescued an exchange program between Philadelphia area students and French students last summer when the exchange was in jeopardy of being cancelled.

Loreto Chirico-Perthes  
President

#### Rochester Chapter

Though there were no formal chapter activities in Rochester in 2003, the National French Contest, under the direction of Chapter President Laurie Farber, was a roaring success, with a 70% increase in enrollment. The chapter won an Award of Excellence for increasing enrollment this year. They had a grand total of 570 students participate and had 106 national winners. Chapter membership continues to be small but recruitment of new members is one of their long-term goals.

David Graham  
Region III Representative

#### Western New York

For five years now, Western New York has done a fine job celebrating National French Week. 2003 was no exception. The year began with a daytime Francophone Festival, held at the Langston Hughes Center in Buffalo. Members and community members were invited to have displays or presentations, to sell products from Francophone countries, etc. Shannon Porfilio gave a presentation on Martinique, "Martinique Bingo." She and Brenda Benzin dressed in *madras*. A woman from Togo came for a second year to sell fabrics

as well as shirts and shifts made from her fabrics. A group from Senegal ran a store selling different types of goods. The Buffalo State College French Club served as greeters and had a crepe stand. Catherine Lochtefeld helped children make berets.

Mary Kosek made a table display on Mali. Linda Kunz had prepared Swiss cream cakes and pies. Coffee Bean Café donated wonderful jambalaya. Adding more Louisiana flare, LeRon Zydeco provided music, and Raymond Sylla presented a Senegalese drum concert with dancers. Many attendees were from Francophone countries. The students of Mary Kosek from Grover Cleveland High school wore costumes and recited poems. Bernard Kunz served as general Chair of the event.

The Gala to kick off National French Week included hors d'oeuvre and wine served in the Burchfield-Penney Art Center on the Buffalo State College campus. Music was provided by Bernard Kunz and Masala. Brenda Benzin served as the general Chair.

Monday was Beret Day in the chapter. All teachers in the chapter receive patterns to make berets, and they encourage as many students as possible to wear berets on that day. They have had reports of 450 in one middle school the first year.

Also Monday, Tops Cooking School was held in two supermarket locations. Mary Ellen Gianturco, general chair, and Shannon Porfilio each supervised a location. Two presentations were given at each market.

Wednesday was Career Panel day for upper levels of high school and college students although younger students attend as well. This year the panel was chaired by Todd Geise of the World Trade Center. Presentations were made by Todd Geise and by a young man who had studied at a business school in Lille and who now works at the World Trade Center. In addition, a Peace Corps who had worked in Mali also spoke.

Every year Mary Ellen Gianturco arranges "The Weather Outside on Channel 7". Several students from different schools participate on a first come, first served, basis. Mike Randall, the weatherman should be saluted!

On Thursday, the Francophone Evening was held: This is a college and community panel comprised of speakers on various topics. Dr. Jean-Francois Gounard (France), Director of International Student Affairs at Buffalo State College, spoke about the Lewis and Clark Expedition; Dr. Rafika Merini (Morocco) of the Department of Modern and Classical Languages at Buffalo State College, spoke of the works of Algerian writer, Assia Djebar. Dr. Aimable Twagilimana (Rwanda) of the Department of English at Buffalo State College, spoke

about the works of Léopold Sédar Senghor.

On Friday, Old Fort Niagara was the site for "The French on the Niagara", chaired by Catherine Lochtefeld. More than 700 students of French and Social Studies attended. In fact, another day had to be added for those who could not get in! French speaking re-enactors from Quebec, French-speaking guides in period dress, military demonstrations, and food tasting as it would have been in the 18<sup>th</sup> century were featured.

At the suggestion of the Buffalo State French Club, another activity this year was a presentation by teachers explaining why they chose a teaching career and what it meant to them. The presenters were: Brenda Benzin, Shannon Porfilio, Gary Behrns, Lucy Schwartz, Michele Roberts, Nancy Burns, and Bernard Kunz. It was a successful event, and the students believe it should be an annual activity because they want to hear from the people "in the trenches" before they get into student teaching!

In the area of advocacy, Brenda Benzin and Bernard Kunz have been working together to help schools where the French program is in jeopardy or where the teachers feel that there is a threat to the program. They put together a letter and a survey which was sent out to about 300 school districts. They intend to assemble an advocacy packet that will be available to teachers in all districts.

David Graham  
Region III Representative

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

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#### **FREE NATIONAL FRENCH CONTEST ENROLLMENTS**

*Le Grand Concours* will offer first-time AATF members 10 free student enrollments (10 test booklets and 1 CD of the level of their choice—a \$19.50 value). In addition, an AATF member who recruits a new member will receive 5 FREE TEST BOOKLETS.

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Visit the *Concours* Web site [[www.frenchteachers.org/concours](http://www.frenchteachers.org/concours)] to download a special membership application to recruit new teachers or contact your Chapter Contest Administrator or AATF National Headquarters.

## JOIN THE AATF BOOK CLUB

Have you joined our newly formed AATF Book Club yet? We aim to build a community of readers among French teachers. It will be formally initiated this year at the 2005 Convention in Quebec City from July 7-10. This is a great opportunity to get to know Quebec literature for your enjoyment and to enrich your French classes. Experts will lead discussions at the convention and we can all join in and give our interpretations and ideas for class presentations. Why not order a book today and begin the exploration of the culture of our neighbor to the north? Now that the new academic year is underway, it would be a great idea to schedule a meeting of your chapter as a Book Club Discussion.

### Myrna's List:

*Une Saison dans la vie d'Emmanuel*, Marie-Claire Blais

This work was hailed as a masterpiece both in North America and Western Europe. Blais' portrait of a large, poor family, presided over by the extraordinary grandmother Antoinette, her exposition of the terrors and appetites of Quebec rural life make this a memorable work.

*Salut Galarneau!* Jacques Godbout

This novel tells of a student who leaves his studies, opens a hot-dog stand and pursues the myth of money-making only to find his true vocation, that of writing. "Le roi du hot dog" portrays a sort of popular Québécois everyman. This book is a refreshing exercise in free-wheeling fancy that depicts the new Quebec society.

*Cet été qui chantait*, Gabrielle Roy

In this work, Roy has captured the moods and rhythms of a life permeated with the simplicity and peace that arise from a close union with nature. Stamped with her genius, these recorded reminiscences contribute various rays of light and intensity to a composite picture of summer in rural Quebec.

Each of these inexpensive books can be purchased at a 10% discount from Exportlivre: new e-mail address [order@exportlivre.com]; fax: (450) 671-2121; Tel: (450) 671-3888. Contact: Colette Dupui or Thomas Déri. Just mention that you are an AATF member when ordering, in order to be eligible for the discount. The price does not include shipping, which will vary according to how many books are ordered and where they are sent.

*Bonne lecture!*

Myrna Delson-Karan  
Region I Representative

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# COMMENT LES ÉTATS-UNIS SONT PERÇUS PAR LES FRANÇAIS<sup>1</sup>

En France, les États-Unis laissent rarement indifférent. Qu'il s'agisse de politique intérieure ou extérieure, de sport ou de culture, la presse fait état des moindres développements et analyse leurs conséquences en détail. Par contraste, la presse américaine en grande mesure ignore la France en l'absence de crise dans les relations bilatérales. La guerre en Irak a causé une crise majeure dans les relations entre les deux pays et a contribué à une poussée de l'anti-américanisme. Toutefois, en dehors de cette question qui domine et polarise bien des discussions, la perception actuelle de l'Amérique est basée en grande partie sur l'expérience directe avec sa culture populaire qui a pris une position dominante dans bien des domaines, et une autre Amérique, fictive, somme de toutes les inquiétudes, responsable de tous les maux et qui sert de repoussoir. L'anti-américanisme n'est pas nouveau; il existe sous diverses formes depuis plus de 200 ans, mais il n'est pas aussi répandu qu'on pourrait le penser en lisant la presse française ou américaine.

Les différentes vues sur les États-Unis ne se sont pas développées complètement dans l'abstrait. La perception de déclin de la France contribue à l'anti-américanisme actuel. En septembre 2003 Nicolas Baverez [1] a lancé un débat passionné sur le déclin de la France, qui a été suivi par de nombreux articles et plusieurs livres [2, 3]. Initialement, la thèse du déclin était basée principalement sur des arguments économiques [1,2] mais les discussions qui ont suivi ont examiné le thème du déclin de la France dans tous les domaines. Dans un prochain article nous examinerons ce thème du déclin de la France du point de vue économique. Nous aborderons aussi les difficultés actuelles dans les domaines de l'éducation, de l'utilisation du français dans les échanges internationaux et de la place de la France dans le monde. Dans le passé, la France était un pays dominant du point de vue démographique, économique et militaire, mais aussi de par sa langue et sa culture. Aujourd'hui les États-Unis occupent cette position, et le rôle diminué de la France dans le monde crée des conditions favorables à l'anti-américanisme.

Cet article commencera par un bref historique de l'anti-américanisme français, car il est important de le connaître pour comprendre la situation actuelle. Dans bien des cas, la réaction face à une situation nouvelle utilise des arguments développés des décennies plus tôt dans un contexte différent. Plus de deux siècles d'anti-

américanisme créent des automatismes. Malgré ce que peuvent penser des commentateurs américains, les Français n'ont pas attendu leurs services pour découvrir ce phénomène, comme en atteste la publication de plusieurs livres sur l'anti-américanisme français [5-7] qui ont connu un franc succès. La deuxième partie de cet article montrera comment les commentaires anti-américains actuels sont basés en grande partie sur ce que l'on connaît de l'Amérique, c'est-à-dire sur sa culture populaire, bien reçue par le grand public, mais aussi sur une Amérique qui n'existe pas mais qui s'est construite suivant les besoins du moment. En examinant des situations apparemment disparates (cinéma, McDonald's, Starbucks), on verra que l'anti-américanisme actuel n'est pas aussi généralisé que l'on pourrait le penser et qu'il est souvent le fait d'une certaine élite ou de groupes cherchant à protéger leurs intérêts particuliers. On s'aperçoit que ces attaques ont beaucoup en commun: elles s'appuient sur des idées reçues développées par les vagues successives d'anti-américanismes, il y a souvent un motif économique (recherche ou défense d'un système protectionniste), on diabolise l'adversaire présumé qui souvent n'y est pour rien mais est utilisé comme symbole. Il y a bien sûr beaucoup d'autres sources d'anti-américanisme, mais celles liées à ce que l'on appelle «l'invasion de la culture populaire américaine» s'avèrent très efficaces quand il s'agit d'établir un lien entre certaines difficultés actuelles et l'Amérique imaginaire, responsable de tous les maux. Par exemple, McDonald's, avec plus de 1000 restaurants en France, est une cible facile que tout le monde connaît. Donc quand le gouvernement américain décide d'interdire l'importation du roquefort et du foie gras, les agriculteurs s'en prennent à McDonald's, symbole de l'Amérique qui veut «détruire notre culture et ruiner notre économie».

## Bref historique de l'anti-américanisme français

Il est assez difficile de définir précisément l'anti-américanisme. Pour Conan [8], il se définit non par l'hostilité aux États-Unis mais par la manière déraisonnable, irrationnelle de l'exprimer: mépris des faits, démesure, mauvaise foi, mensonge historique, injures. Pour Roger [9], l'anti-américanisme est «une certaine manière de pousser la critique au-delà du rationnel».

L'anti-américanisme en France a précédé la création des États-Unis et continue sans interruption jusqu'à nos jours.

Dans cette longue histoire il faut distinguer plusieurs périodes: (1) avant la première guerre mondiale, les États-Unis ne sont pas considérés comme une puissance mondiale; (2) l'entre-deux-guerres où la puissance des États-Unis s'est affirmée dans les domaines économique et culturel; (3) la guerre froide (1944-1989) où le monde était dominé par deux super-puissances; et (4) la période actuelle avec une prédominance américaine sans précédent. Avant la première guerre mondiale, l'Amérique est vue avec une certaine condescendance comme un petit pays sans grande importance dans le monde. À cette époque, il est commun de dire que l'Amérique n'a pas de culture. Stendhal se moque d'un pays qui n'a pas un seul opéra. «Buffon, qui dénigrait l'Amérique en bloc, dans sa géographie et son climat épouvantable, ses animaux rachitiques: les chiens n'y aboient pas et les tigres y sont craintifs... À la fin du XVIII<sup>e</sup> siècle, Philadelphie représente la ville par excellence de ces États-Unis où, comme le dit Talleyrand, 'on y trouve trente-deux religions et un seul plat'» [9]. Une autre critique, elle aussi répétée jusqu'à nos jours, est qu'en Amérique l'argent est roi, tout est basé sur l'argent, et que les Américains sont âpres au gain. Cette période se termine par la guerre hispano-américaine de Cuba et des Philippines en 1898 où, pour la première fois, les États-Unis ont battu une puissance européenne, l'Espagne. Alors se cristallise la notion d'impérialisme américain [9].

La défaite de la France devant l'Allemagne dans la Première Guerre mondiale et le fait d'avoir eu besoin de l'aide des États-Unis pour se libérer a été un choc pour les Français et a marqué l'entrée en force des États-Unis sur la scène internationale. Sa puissance militaire, mais aussi économique, jusque là méconnue, a été révélée de façon éclatante. Une forte vague d'anti-américanisme s'est développée durant l'entre-deux-guerres pour plusieurs raisons. Tout d'abord, certains ont eu du mal à accepter l'humiliation de la défaite et la nécessité d'avoir eu besoin de l'aide d'un pays que l'on estimait peu. Ainsi, au lieu d'exprimer leur reconnaissance, ils ont choisi de critiquer les États-Unis d'avoir trop attendu pour venir à leur aide, de ne l'avoir fait que pour défendre leurs intérêts ou d'avoir voulu profiter de la situation pour dominer un monde affaibli par la guerre. L'avance technologique et économique des États-Unis à cette époque a été une seconde source de ressentiments. En 1930 Georges Duhamel publie *Scènes de la vie future* [10], une combinaison de vieux

clichés, d'ignorance et d'acharnement. Pour les autres pays l'Amérique représente déjà le futur et les changements que l'on redoute. Le refus du changement dans la vie de tous les jours, le rôle diminué de la France dans le monde causent beaucoup de frictions avec les États-Unis, symbole même du changement, de l'avenir et nouvelle grande puissance dans le monde.

La deuxième guerre mondiale a encore renforcé la position dominante des États-Unis et a été vécue comme une autre humiliation de la France, vaincue puis libérée avec l'aide des alliés et principalement de l'Amérique. À nouveau, la reconnaissance n'a pas été unanime, et l'on a encore reproché aux Américains d'avoir trop attendu pour entrer en guerre et de ne l'avoir fait que pour protéger leurs propres intérêts. De nouvelles causes d'anti-américanisme sont apparues après la deuxième guerre mondiale. La première est venue directement du Général De Gaulle suite aux relations difficiles qu'il avait eues avec le Président Roosevelt. Roosevelt aurait dit que De Gaulle était un illuminé qui se prenait pour Jeanne d'Arc et ne pensait pas qu'il était le représentant légitime de la France. Bien que le débarquement en Normandie ait été planifié pendant des mois, ce n'est que deux jours avant que Churchill a dû insister pour que De Gaulle soit mis au courant. Comme on aurait pu prévoir, ce dernier l'a très mal pris, et cet affront a eu des effets durables. De Gaulle a refusé de participer aux cérémonies du vingtième anniversaire du débarquement en disant qu'il ne célébrait pas les opérations militaires étrangères. Deuxièmement, le début de la guerre froide a polarisé le monde en deux camps avec deux super puissances et peu d'influence pour les autres pays. Le résultat a été une autre perte d'influence pour la France dans le monde. Une troisième source d'anti-américanisme était la présence d'un parti communiste relativement fort qui s'était développé durant la Résistance et qui avait un support très fort parmi les intellectuels comme Jean-Paul Sartre, Simone de Beauvoir, Louis Aragon, Pablo Picasso et d'autres. Les attaques systématiques contre les États-Unis, symbole du capitalisme, ont fait l'amalgame entre le système politique, le pays, ses dirigeants, sa population et sa culture. La fin de l'empire colonial français et la guerre d'Algérie en particulier ont été une quatrième source d'anti-américanisme dans cette période. Le président Kennedy était accusé d'ingérence dans les affaires intérieures de la France lorsqu'il s'exprimait sur la situation en Algérie.

Soixante ans après la fin de la Seconde Guerre mondiale, 58% des Français

estiment que ce sont les États-Unis qui ont le plus contribué à la défaite de l'Allemagne en 1945. Ce chiffre est en augmentation par rapport aux 49% relevés en 1994. Dans une moindre mesure, 20% attribuent le rôle principal à l'Union soviétique, 16% à la Grande-Bretagne. Pour 41% des Français, le principal motif de l'intervention des États-Unis dans le conflit repose sur la protection de leurs intérêts économiques et stratégiques, devant la volonté de défendre les pays menacés par l'Allemagne (24%). Dans une moindre mesure, 18% évoquent la volonté de dominer l'Europe politiquement et 16% celle de rétablir la paix dans le monde [11]. Dans la première enquête d'opinion politique faite après la Libération, une écrasante majorité de Français répond: l'URSS est le pays qui a le plus aidé dans la guerre contre le nazisme. Nier ou minimiser le rôle joué par les Américains est ce que Roger [9] appelle le «syndrome Perrichon», en référence à la pièce de Labiche, *Le Voyage de M. Perrichon*: on n'aime pas celui qui vous a sauvé. Ce sentiment était d'autant plus fort que les Français se rendaient compte du déséquilibre toujours plus évident entre les deux pays. [9]

La fin de la guerre froide, illustrée de façon dramatique par la chute du mur de Berlin en 1989, marque le début d'une ère nouvelle où, à la suite de l'effondrement de l'Union Soviétique, le monde est dominé par une seule super puissance: les États-Unis. Cette domination économique, militaire et culturelle est tellement écrasante que, lorsqu'il était ministre des Affaires étrangères, Hubert Veldrine estimait que le terme superpuissance ne suffisait plus pour décrire la situation et qu'on se doit d'utiliser le terme hyperpuissance. Un nombre considérable de commentaires, d'articles et de livres s'inquiètent de l'hégémonie américaine, de l'impérialisme américain et de la vision unipolaire du monde. Les efforts de la France et de son président sont caractérisés comme procédant d'une vision multipolaire du monde cherchant à contrebalancer l'influence des États-Unis. Cette même période, a vu une transformation importante à l'échelle globale que l'on appelle mondialisation. Ce terme est difficile à définir mais en général désigne un phénomène grâce auquel les échanges de toutes sortes se font plus facilement. Ce phénomène n'est pas nouveau, mais l'accélération de ce mouvement dans ces dernières années a été dramatique. La mondialisation a eu des effets importants du point de vue économique mais aussi du point de vue culturel avec ce qui est perçu comme une invasion de la culture populaire américaine.

Il faut noter que l'anti-américanisme ne s'est jamais limité à une tendance politique particulière; on le trouve partout de l'extrême gauche à l'extrême droite. Il ne se limite pas non plus à certaines catégories socioéconomiques. En mai 2000, une enquête [12] montre que 41% des Français ressentent une relative sympathie à l'égard de l'Amérique alors que 49% n'ont ni sympathie ni antipathie. Seuls 9% ont de l'antipathie. Les vrais anti-américains sont surtout des cadres moyens et employés, c'est-à-dire la partie de la classe moyenne la plus critique envers des évolutions de l'économie et de la société. Alors que leur poids est d'un quart dans l'ensemble de la population, ils représentent plus de 40% du groupe le plus hostile à l'Amérique. Les cadres et professions supérieures sont, au sein de cette catégorie à peine plus nombreux que dans la population; les ouvriers y sont sous-représentés, tandis que les retraités sont les plus étrangers à l'antiaméricanisme. Les sympathisants de gauche y sont majoritaires, comptant pour plus de 50% des adversaires des États-Unis, contre moins de 20% issus de la droite et 9% d'écologistes; les autres étant sans préférence partisane. L'anti-américanisme n'est pas un phénomène récent, et notre but n'est pas d'en faire un historique détaillé, mais il faut en connaître les grandes lignes car ses manifestations actuelles recyclent souvent des arguments anciens.

### **Invasion de la culture populaire américaine**

Beaucoup d'articles décrivent l'invasion de la culture populaire américaine, et certains parlent d'«impérialisme culturel» qui vise à détruire la culture des autres pays et les réduire à l'esclavage. L'outrance du propos demande à ce que l'on cherche à en comprendre les raisons. Cette section montre que dans l'audiovisuel la production américaine domine largement malgré les efforts importants qui ont été faits depuis des années pour protéger et aider la production nationale. Nous examinerons par la suite le succès populaire et l'opposition rencontrés par deux marques typiquement américaines: McDonald's et Starbucks.

### **Cinéma**

Après l'invention des frères Lumière, la France peut légitimement revendiquer l'invention du cinéma. La maison Pathé a lancé l'industrie cinématographique dans le monde, et en 1908 les films français détenaient 70% des parts de marché aux États-Unis. Ceci devait changer rapidement en grande partie à cause d'erreurs stratégiques et de graves problèmes de gestion qui ont conduit la filiale américaine de cette société à la faillite. Durant la

Première Guerre mondiale l'économie en France et dans le reste de l'Europe était si affaiblie qu'il n'était plus possible de financer de films alors que l'industrie américaine continuait à se développer et à produire davantage de films. En 1928, la France a adopté la loi Henriot qui limitait le nombre de films américains à 150 par an. Le 15 février 1930, René Jeanne publie, dans *La Revue des Deux Mondes*, un article intitulé «L'invasion cinématographique américaine», qui pourrait à la lettre servir de discours aux lobbies du cinéma français comme aux hommes politiques actuels [13]. Aujourd'hui on parle toujours d'invasion américaine dans le cinéma et tout ce qui touche à la culture populaire. Après la Deuxième Guerre mondiale, les accords Blum - Byrnes, précurseurs du plan Marshall, mettaient en place un système censé durer quatre ans pour permettre à l'industrie cinématographique française de se remettre sur pied. Cet accord, datant de 1948, éliminait le système de quotas mais introduisait une taxe de 4% sur les films américains pour financer des films français. Cinquante-quatre ans plus tard ce système temporaire existe toujours; la taxe est maintenant de 11%, et elle permet de financer 200 films par an dont 50 premiers films par de nouveaux réalisateurs.

Les chiffres les plus récents, portant sur l'année 2003, montrent qu'en France les films américains font 53,2% des entrées en salles de cinéma contre 37,3% pour les films français. La situation est pire si l'on considère les ventes de films sur DVD où les films français ne représentent que 20% des ventes. Aux États-Unis, les films français font 0,8% des entrées en salle, ce qui pour certains est dû à un protectionnisme américain intolérable. En fait, la part du film français en Europe n'est guère plus brillante: 6,1 % en Italie, 1,6 %

en Allemagne, presque rien en Angleterre [13]. La situation est similaire pour les films produits dans les autres pays européens, ce qui a conduit un éditorialiste à conclure qu'une culture commune émerge en Europe--la culture populaire américaine. Force est de constater qu'en dépit d'un système de protection très élaboré, les résultats ne sont pas convaincants du point de vue commercial. Malgré toutes les dis-

mondé? Tout d'abord, ils sont en général très bien faits, ils abordent des thèmes qui plaisent à un public très vaste et ils sont conçus pour plaire au plus grand public. Sans aucune connotation péjorative, on peut dire qu'ils sont des produits de divertissement pour le grand public. Une pratique courante est de faire visionner les films avant leur sortie et d'apporter des changements si certaines séquences ne

sont pas du goût des spectateurs. On peut dire que le film américain, dans l'ensemble, fait partie d'une culture de masse, ce qui ne veut pas dire que les sujets difficiles ne sont pas abordés. *Schindler's List* et *Saving Private Ryan* sont deux exemples de films qui ont eu un grand succès commercial et critique sans être un pur divertissement. On note souvent que les films américains bénéficient de moyens considérables du fait qu'ils sont amortis sur un marché interne très grand et ensuite font une autre carrière sur les marchés étrangères. Cet argument n'est pas vraiment convaincant car les films américains sont conçus à l'origine pour une public international, ce qui conditionne le choix des thèmes et privilégie les films d'action. La caracté-

ristique essentielle du cinéma américain est que chaque film est le produit d'une économie de marché dans laquelle il faut démontrer à chaque étape que toutes les conditions sont réunies pour assurer le succès commercial du film.

Ce bref aperçu montre que le cinéma américain, souvent cité comme exemple de l'invasion de la culture populaire américaine, n'est pas un problème nouveau. Des mesures importantes ont été prises, et l'on est en droit de se demander si ces efforts ont porté leurs fruits et si l'industrie cinématographique française sera bientôt compétitive. Grâce

## CHAPTER CHECKLIST

- Recruit new members of the AATF for 2005 and publicize the "3-for-1 incentive." See [www.frenchteachers.org/hq/recruit.htm] for details.
  - Encourage members to submit on-line session proposals for the 2005 AATF Conference in Quebec by December 15.
  - Send articles by chapter members for the *National Bulletin* on the celebration of National French Week 2005 to Jane Black Goepper [jbg@fuse.net].
  - Promote and participate in the AATF Book Club at meetings and through newsletters: Myrna's List for 2005
  - Nominate teachers for the AATF Dorothy S. Ludwig Excellence in Teaching Awards by February 1, 2005
  - Send chapter newsletter and chapter news on an on-going basis to Regional Representative, *National Bulletin* Editor Jane Black Goepper and President Margot Steinhart
  - Promote new chapters of the *Société honoraire de français* at the high school level. See the AATF Web site at [www.frenchteachers.org/hq/shf.htm]
  - Promote increased participation in the National French Contest for FLES\* through senior high school students. See AATF Web site at [www.frenchteachers.org/concours/index.htm].
  - Alert members to the availability of Small Grant Awards and to 2005 Summer Scholarships in Quebec, France, and Belgium.
  - Promote "2005 The Year of Languages." See ACTFL Web site.
  - Commit to sending the chapter president to the AATF conference in Quebec and to the presidents' meetings scheduled for July 6 and July 10, 2005.
- Have these November 1 deadlines been met? If not, you are requested to do so ASAP.**
- Identify mentor for AATF *Tête à Tête* and submit name to Regional Representative AND Suzanne Henderson [sue.hendrickson@asu.edu]
  - Identify advocacy liaison and submit name to Regional Representative AND Robert "Tennessee Bob" Peckham [bobp@utm.edu].
  - Send copy of chapter constitution and by-laws to National Headquarters [abrake@siu.edu].

cussions sur l'«impérialisme culturel» et des remarques désobligeantes sur la qualité du cinéma américain, il faut se rendre à l'évidence et reconnaître que le public français apprécie ce cinéma. Personne n'a jamais été forcé à regarder un film qu'il ne voulait pas voir, comme l'ont fait remarquer Jack Valenti [14], président de la *Motion Picture Association of America*, et l'acteur Yves Montand [15] qui a fait une partie de sa carrière aux États-Unis et qui a toujours apprécié sa culture.

Pourquoi donc les films américains trouvent-ils un succès aussi large en France comme dans tous les autres pays du

à ces efforts l'industrie française a survécu alors que dans bien d'autres pays l'industrie locale a disparue, mais il faut reconnaître que le cinéma français n'est pas compétitif. La principale raison pour ce manque de compétitivité est le système de financement qui s'est développé suite aux accords de 1948. Ce système de financement, décrit en détail par Tasca [16], fournit des aides à chaque étape du développement, du tournage ou de la distribution d'un film, ce qui met les réalisateurs, les producteurs et les acteurs à l'abri de toute compétition et complètement à l'abri du goût des spectateurs. Le plus souvent, un réalisateur ou un acteur se considère comme un artiste et se préoccupe de l'intégrité de son œuvre sans se soucier de son succès commercial. Le choix des thèmes abordés en général les limitent au marché intérieur, et la façon dont ils sont traités n'est souvent pas au goût d'un public étranger. Certains questionnent la qualité des films produits. Daniel Toscan du Plantier, président d'Unifrance, une organisation chargée de promouvoir le cinéma français, concédait en 1994 que, sur les 150 films produits en France chaque année, seulement 20 valent la peine d'être vus [17]. On peut se demander s'il y a vraiment 50 nouveaux réalisateurs par an qui méritent un soutien pour faire leur premier film. Il est souvent avancé que l'industrie cinématographique n'a pas les moyens financiers de lutter à armes égales avec les productions hollywoodiennes. Le manque de moyens ne suffit pas à expliquer le manque de résultats. Vouloir une réussite commerciale comparable à celle des films américains tout en refusant de faire un produit commercial au lieu d'une œuvre d'art manque de logique.

Ce système protectionniste a été menacé plusieurs fois lors des négociations internationales du GATT (*General Agreement on Trade and Tariffs*) conduites sous l'égide de l'Organisation mondiale du Commerce (OMC). Le Président Mitterrand a déclaré le 21 septembre 1993 que la culture et les œuvres qu'elle engendre ne sont pas «des marchandises comme les autres». À partir de ce moment-là s'est développé le concept d'exception française qui a évolué en exception culturelle française, exception culturelle, et finalement diversité culturelle décrit en détail dans le livre de Regourd [18]. L'expression «diversité culturelle» qui a finalement été retenue signifie que chaque pays a le droit d'adopter des mesures protectionnistes dans le domaine culturel de façon à protéger sa production nationale.

Le succès des films américains ne fait

pas que des admirateurs. Déjà en 1948 Maurice Thorez soutenait que le film américain «empoisonne littéralement l'âme de nos enfants, de nos jeunes gens, de nos jeunes filles, dont on veut faire des esclaves dociles des milliardaires américains» [19]. En 1994, le réalisateur Jean-Jacques Beineix a déclaré qu'en privilégiant la «créativité» par rapport à «l'appât du gain», l'industrie cinématographique française «aide» le cinéma mondial à survivre [20]. En 1982, Jack Lang, Ministre de la Culture, a dénoncé l'impérialisme culturel américain comme une anti-culture qui «rabote les cultures nationales». Jacques Toubon, lui aussi Ministre de la Culture, s'est distingué en affirmant que le film *Jurassic Park* «menace l'identité française» [21]. Bertrand Tavernier a dit que l'objectif inavoué des «impérialistes» américains de l'image est de «traiter» les Européens «comme ils ont traité les Peaux-Rouges» [22]. Dans une autre interview [23], Bertrand Tavernier, a affirmé que «les Américains n'achètent pas de livres étrangers. Ils n'écoutent pas de chansons étrangères. Parmi tous les pays civilisés les États-Unis est le pays où le pourcentage de détenteurs d'un passeport est le plus faible. L'ignorance est le pire protectionnisme du monde». Ces quelques exemples montrent que l'on n'hésite pas à utiliser des stéréotypes vieux de plus de 100 ou 200 ans: (1) l'Amérique est une véritable jungle basée entièrement sur l'argent contrôlée par quelques milliardaires riches; (2) les Américains sont ignorants et ne s'intéressent pas au monde extérieur. Dans ce genre d'attaques, les références fréquentes à l'esclavage ne mentionnent jamais le rôle que certains pays européens, et la France en particulier, ont joué pour établir ce système dans le nouveau monde. De même, l'histoire montre que plusieurs pays européens ont une responsabilité importante dans le sort qui a été réservé aux indiens d'Amérique. La première phase consiste donc à diaboliser l'adversaire présumé, et dans un deuxième temps, on expose les objectifs qui sont toujours intolérables: (1) on empoisonne l'âme de nos enfants...dont on veut faire des esclaves dociles; (2) éliminer le cinéma mondial; (3) nous éliminer ou éliminer notre culture. On n'explique jamais comment des films «qu'on peut ne pas voir», selon la formule du *Canard Enchaîné*, pourraient produire de tels résultats. Généralement, ces attaques suggèrent l'existence d'un complot ou d'un plan secret contre lequel il est urgent de réagir. En fait, il s'agit de défendre un système de protection d'une élite sans pour cela appeler les choses par

leur nom et en se basant sur une longue tradition d'anti-américanisme.

Au-delà du désir de préserver le cinéma français, l'invasion des films américains est un problème sérieux pour trois autres raisons. La première est que ces films sont un instrument de promotion de la culture populaire américaine et tous les produits emblématiques de cette culture: McDonald's, Coca-Cola, Nike, les jeans, les casquettes de baseball et autres. La popularité des films américains contribuerait donc à une domination économique dans d'autres domaines. La deuxième raison est que l'image de la société américaine qui se forme à partir de certains films dominés par le sexe et la violence est souvent négative et ne correspond pas à la réalité. Ce phénomène est observé à travers le monde, et aux États-Unis nombreux sont ceux qui s'inquiètent d'une représentation de la culture populaire qui est bien plus violente et permissive que la société. Certains réalisateurs se défendent en disant que le cinéma est simplement un miroir qui reflète l'état de la société telle qu'elle est. Plusieurs études ont montré que cet argument est faux. À la télévision les personnages ont 50 fois plus de chances d'être victimes d'actes de violence que les citoyens américains [24], les activités sexuelles en dehors des liens du mariage sont 14 fois plus fréquentes qu'entre mari et femme, ce qui est bien loin de la réalité. Il faut aussi remarquer que selon plusieurs sondages [24] environ 40% des Américains assistent à une cérémonie religieuse chaque semaine. La fréquentation des lieux de culte est très rarement mentionnée dans les films ou les programmes de télévision. Ces trois exemples montrent comment les programmes de télévision et le cinéma créent une fausse image de la société. Une troisième cause de réactions anti-américaines est que certaines séries télévisées (*Dallas*, *Dynasty*) ou certains films montrent un niveau de vie auquel beaucoup de spectateurs ne pourront jamais accéder. Cela crée un ressentiment chez ceux qui, n'ayant pas d'expérience directe, pensent que ces programmes montrent le niveau de vie de l'Américain moyen.

L'invasion américaine ne se limite pas au cinéma. Le Centre national de la Cinématographie montre qu'entre 1994 et 2003 les films américains se maintiennent à un niveau constant de 35% des films montrés chaque année sur les chaînes TF1, France 2, France 3 et M6. La part des films français reste, elle aussi, constante à 50%. Une situation presque identique au nombre d'entrées en salles de cinéma. Aux termes d'une loi du 30 septembre 1986 les

chaînes de télévision sont tenues de diffuser au moins 60% d'œuvres cinématographiques et 60% d'œuvres audiovisuelles euro-péennes d'une part, au moins 40% d'œuvres cinématographiques et 40% d'œuvres audiovisuelles d'expression originale française d'autre part. Ces proportions doivent être atteintes tant sur l'ensemble de la diffusion qu'aux heures de grande écoute. Des obligations relatives à leur investissement dans la production d'œuvres audiovisuelles et cinématographiques européennes et d'expression originale française sont également imposées aux chaînes. Pour ce qui est de la production des œuvres audiovisuelles, TF1 et France 5 ont choisi le régime de base qui consiste à investir 16% minimum de leur chiffre d'affaires net de l'année précédente dans la production d'œuvres audiovisuelles d'expression originale française. Toutes les chaînes, quel que soit leur support (hertzien, câble ou satellite), dont l'objet principal n'est pas la diffusion d'œuvres cinématographiques et qui diffusent au moins 52 œuvres cinématographiques de longue durée par an, doivent investir un minimum de 3,2% de leur chiffre d'affaires net de l'année précédente dans des films européens. 2,5% du chiffre d'affaires doivent être consacrés à des films d'expression originale française. De son côté, Canal+ doit investir 20% de ses ressources totales de l'exercice en cours dans l'acquisition de films, dont 12% de films européens et 9% de films d'expression originale française. Pour plus d'informations, consultez le site du Conseil supérieur de l'Audiovisuel (CSA) [www.csa.fr].

Aux termes de la loi du 30 septembre 1986 modifiée, les stations de radio sont tenues de diffuser une certaine proportion de chansons francophones: «La proportion substantielle d'œuvres musicales d'expression française ou interprétées dans une langue régionale en usage en France doit atteindre un minimum de 40% de chansons d'expression française, dont la moitié au moins provenant de nouveaux talents ou de nouvelles productions, diffusées aux heures d'écoute significative...» Des dérogations peuvent être accordées par le CSA. La chanson française semble se porter relativement bien, car elle représentait 59% des ventes de disques en France en 2001. Ce pourcentage de disques pour la chanson locale est le plus élevé d'Europe, et le niveau le plus bas est de 14% pour l'Autriche [26].

Dans l'édition, l'influence américaine est aussi très forte. La liste des meilleures ventes de livres de la FNAC du 21 au 27 juin 2004 [25] contient neuf livres américains parmi les 40 premiers, avec en

particulier *Da Vinci Code* de Dan Brown (1) et *Ma vie* de Bill Clinton (2). Dans les années 1990, le pourcentage de livres en traduction était 17% en France. Parmi les livres traduits en Français, 45% étaient d'origine américaine et 30% britanniques. Par contre, aux États-Unis, les livres traduits ne représentent que 3% des ventes [27]. Ces chiffres sont cités comme évidence d'une autre forme d'invasion ou d'impérialisme culturel, et l'on avance aussi qu'un certain protectionnisme empêche la diffusion des livres français aux États-Unis.

### McDonald's

Numéro un mondial de la restauration, McDonald's est la première chaîne de restauration en France avec plus de 1000 restaurants à travers le pays. Ce succès peut a priori étonner dans un pays renommé pour ses traditions culinaires et sa résistance au changement. Contrairement à une idée reçue, il n'attire pas que les enfants et les adolescents, car les employés et cadres d'entreprise représentent 43% de la clientèle [28].

Malgré ce succès populaire, McDonald's a été l'objet de nombreuses critiques, la première étant que son hégémonie commerciale menace l'agriculture. McDonald's a entrepris une importante campagne d'information pour répondre à certaines critiques et en particulier à celles concernant la menace pour l'agriculture nationale. Cette campagne a montré que les aliments utilisés sont produits en France et qu'un nombre important d'agriculteurs Français sont fournisseurs de McDonald's. Quarante-huit mille éleveurs de bœufs, soixante-dix éleveurs de poulets, cent dix éleveurs de porcs, cent dix maraîchers, cent trente céréaliers, quatre cent cultivateurs de pommes de terre travaillent pour McDonald's [6]. Cet effort a été efficace. L'entreprise est maintenant perçue comme une entreprise qui fait travailler des milliers de Français et pas seulement les agriculteurs dont on vient de parler. En même temps, cela lui a permis de dissiper les doutes qui étaient entretenus sur les origines et la sécurité des aliments.

Un deuxième type de critiques parle d'hégémonie et de domination du marché. Malgré un succès commercial certain, McDonald's est loin d'avoir une position dominante dans le domaine de la restauration rapide. D'autres chaînes françaises ou étrangères et beaucoup de restaurants indépendants lui font concurrence et ont eux aussi un franc succès. Pour un hamburger, il se vend huit sandwiches baguette [28]. Personne ne s'inquiète des dizaines de milliers de restaurants italiens, chinois, grecs et autres qui ne «menacent pas notre culture

gastronomique» [4]. Comme le rappelle le journal *Sud-Ouest* [29], «McDonald's n'oblige personne à entrer dans ses restaurants pour manger ses hamburgers ou ses salades». Certains craignent la disparition des petits restaurants locaux. Selon Noce [30] «le véritable responsable de l'omniprésence des McDo, ce n'est pas l'impérialisme américain qui en hérisse tant, c'est le patron de bistrot dans toute sa splendeur. C'est lui qui a creusé sa propre tombe. Adieu la blanquette ou le petit salé, l'accueil familial, bonjour le chien-loup, le comptoir dégueu, la mare de mégots, le nuage de fumée et les mecs louches qui louchent sur les filles...».

Le troisième type de critique est que McDonald's ruine insidieusement les comportements alimentaires, reflets sacrés de l'identité française [28]. Beaucoup constatent et déplorent l'abandon de la cuisine traditionnelle au profit de la restauration rapide. Plusieurs facteurs ont contribué à ce changement important. Le traditionnel repas de midi n'est souvent plus possible pour des raisons dues aux changements des modes de vie. Par exemple, on travaille loin de son domicile, et l'on ne peut plus rentrer pour déjeuner; les pauses-déjeuner sont désormais plus courtes; les deux époux travaillent. Donc la restauration rapide répond à un besoin né d'une situation nouvelle au lieu de créer des changements dans les comportements. Ce type de critique s'accompagne souvent de l'accusation d'«hégémonie culturelle» qui est rarement définie explicitement mais semble impliquer que McDonald's impose ses produits au public français, ce qui est faux d'abord parce que le public a démontré qu'il était parfaitement capable d'exercer son choix et plusieurs chaînes américaines qui n'ont pas su s'adapter ont échoué. Un autre effort très important qui a contribué au succès de McDonald's en France a été d'adapter les menus et les décors aux goûts locaux. Par exemple, on remarque le «Croque McDo», version McDonald's du croque-monsieur, et des produits locaux tels que les yaourts aux fruits de Danone, l'Orangina et la bière Kronenbourg.

La réussite de McDonald's est incontestable et repose sur des principes élémentaires: «Son seul tort est en fait de proposer des recettes qui plaisent aux consommateurs des nombreux pays où ses restaurants sont présents, de se mettre entièrement à leur service pour qu'ils se sentent bien, de tout faire pour que chacun ait envie de revenir» [29]. Malgré tout ces efforts, certains persistent dans leur opposition. En juin 1999, Jean Glavany, Ministre de l'Agriculture, a déclaré que les États-Unis ont la plus mauvaise cuisine du

monde. En août de la même année il a annoncé qu'il n'avait jamais mangé dans un McDonald's et qu'il n'aimait pas les hamburgers [27]. Le 8 septembre 1999, le même Jean Glavany avait indiqué qu'il n'avait pas apprécié de se voir offrir un «McDo» par son homologue américain. Cette épisode évoque ce que disait George Duhamel pour qui la cuisine américaine était «une mangeaille à l'arrière goût de déchets industriels».

Le quatrième type de critique est que McDonald's, comme le cinéma américain, entraîne une homogénéisation de la culture au niveau mondial. L'argument est le suivant: le fait que le même hamburger ou le même film soit proposé partout dans le monde constitue un appauvrissement. Au contraire, pour chaque individu, pouvoir choisir entre la cuisine locale ou des spécialités américaines, italiennes, chinoises ou mexicaines est un enrichissement plutôt qu'une diminution des choix. La critique joue aussi sur le fait que pour assurer un niveau de qualité du produit et des services tout en maintenant des prix abordables et un service rapide, un haut niveau de standardisation et de contrôle est nécessaire. On utilise aussi le mot homogénéisation dans ce contexte-là, et on fait l'amalgame entre la standardisation des procédés et la limitation des choix pour le consommateur.

Comme dans bien d'autres pays, McDonald's est vu comme symbole, un symbole d'une Amérique imaginaire bâtie sur de vieux stéréotypes, que l'on invente pour faire peur ou comme excuse. Peur de l'avenir comme du temps de Georges Duhamel, peur du capitalisme comme les communistes durant la guerre froide ou du libéralisme comme l'on dit aujourd'hui, peur de tout et de rien. Excuse pour ne pas assumer ses responsabilités en tant que politique, dirigeant d'entreprise ou intellectuel. Si les agriculteurs attaquent McDonald's, c'est parce que c'est un symbole à plusieurs niveaux: (1) l'Amérique qui négocie pour le libre échange et l'abolition des tarifs qui protègent l'agriculture française, (2) l'Amérique qui par représailles impose des tarifs douaniers élevés sur certains produits comme le foie gras ou le roquefort; (3) l'Amérique, pays qui est à la pointe de la recherche en matière d'organismes génétiquement modifiés; (4) l'Amérique qui préfigure l'avenir de la profession avec une mécanisation toujours plus grande et une diminution du nombre des agriculteurs. Pour un homme politique qui n'est pas en mesure de répondre aux attentes de la profession, quelques commentaires désobligeants sur le hamburger, sur McDonald's ou sur les Américains en

général est une échappatoire facile. Lorsqu'au début de 2004 un syndicat de restaurateurs s'en est pris lui aussi à McDonald's, l'accusant de détruire la restauration classique, il se trouve que cela faisait partie d'une stratégie de négociation avec le gouvernement pour obtenir une baisse du taux de TVA (taxe à la valeur ajoutée). Quand on parle d'«hamburgerisation de l'édition», c'est simplement que le hamburger est typiquement américain et que l'on s'inquiète de l'arrivée de collections entières en provenance des États-Unis.

### Starbucks

Le premier Starbucks a ouvert ses portes le vendredi 16 janvier 2004 au 26, avenue de l'Opéra à Paris. On aurait pu penser que cet événement serait passé inaperçu, mais en fait il a été précédé par un nombre d'articles de presse étonnants. Des titres parlent en termes militaires: débarquer, établir une tête de pont, ouvrir le feu sur la tradition, Paris est tombé. D'autres suggèrent que Starbucks s'aventure en terrain ennemi. Pourquoi l'ouverture d'un simple Starbucks suscite-t-il de telles réactions?

Les articles sont formels: l'échec est assuré. Les raisons sont multiples: le café n'est pas simplement un endroit où l'on boit du café mais un lieu où les gens se rendent pour se rencontrer et discuter; les clients n'aimeront pas un café servi dans un gobelet en carton avec un couvercle en plastique, Starbucks ne sert pas d'alcool; on ne peut pas fumer dans un Starbucks; c'est bon pour les gens qui vont au travail et qui prennent un gobelet pour emporter. L'argument le plus vexant est l'idée reprise par au moins six articles selon laquelle le café américain est du jus de chaussettes. À les entendre on pourrait penser que Starbucks vient juste de naître dans l'esprit de quelqu'un sans expérience au lieu d'être une chaîne avec 7.500 boutiques dans le monde dont plus de 4.100 en Amérique du Nord et un succès commercial exceptionnel, 25 millions de clients chaque semaine dans le monde [31].

Beaucoup de commentaires indiquent qu'en France, après plus de trois cents ans, l'offre est parfaitement adaptée à la demande et que les nouveaux venus n'ont rien d'intéressant à offrir. En fait, le nombre de cafés en France est passée de plus 300.000 au début du vingtième siècle contre 43.000 aujourd'hui [32]. Le marché du café (le produit) est en déclin: en 1993, 90,6 % des foyers en achetaient pour en consommer 7,6 kg. En 2003, le pourcentage tombe à 86,6 % pour 6,3 kg [33]. Les moins de 45 ans sont de moindres consommateurs, et les plus jeunes n'aiment pas l'amertume du café,

habitués depuis leur plus tendre enfance à consommer des boissons sucrés [33]. Rigoulot [4] note en réponse à un article d'un journaliste américain qui regrette un vieux café remplacé par un McDonald's que «le petit noir qu'on y buvait était médiocre. Les serveurs, indifférents. Les toilettes sales rivalisaient avec celles de troisième classe des ferry-boats grecs. Le sol servait de cimetière à des centaines de mégots qu'un employé nettoyait—occasionnellement—avec un balai plume».

Le succès prévisible de Starbucks est basé en partie sur la qualité de ses produits qui offrent quelque chose de nouveau au consommateur. Plusieurs industriels et propriétaires de cafés reconnaissent que l'introduction de produits nouveaux est nécessaire pour satisfaire cette clientèle nouvelle. De plus, dans un Starbucks le cadre est agréable, luxueux même; on peut s'asseoir dans des fauteuils confortables et lire des journaux, connecter son ordinateur à l'Internet car Starbucks est une zone wi-fi; on peut s'y rencontrer pour discuter ou s'isoler pour lire ou travailler. Dans son livre intitulé *Pour Your Heart into It: How Starbucks Built a Company One Cup at a Time*, Howard Schultz, le PDG de Starbucks, attribue le succès de son entreprise non seulement à la qualité de son café mais aussi aux expériences agréables pour les consommateurs qui visitent ses établissements.

Que conclure de tout cela? La culture populaire américaine est très bien reçue par le public, que l'on en juge par les entrées au cinéma, les audiences télévisées, les succès commerciaux de McDonald's ou de Starbucks, et ceci malgré de nombreuses attaques dans les médias et ailleurs. On note certaines similitudes entre toutes ces situations: l'instinct protectionniste, le dénigrement de la concurrence, l'appel au patriotisme et parfois même la mauvaise foi et les coups bas. Dalrymple [34] remarque que ce qui irrite beaucoup les intellectuels français à propos du succès des chaînes comme McDonald's n'est pas les méfaits des Américains mais le fait que tant de leurs concitoyens puissent être captivés par la culture américaine dont McDonald's représente la manifestation culinaire. Alors qu'ils prétendent être du côté du peuple, ils sont très gênés de voir que leurs compatriotes partagent le même mauvais goût que le reste de l'humanité. C'est pour cela qu'ils inventent des abstractions telles que l'impérialisme culturel pour expliquer le succès de la culture populaire américaine.

### Conclusion

Alors que les États-Unis se trouvent dans une position dominante sans

précèdent dans l'histoire, la culture populaire américaine avec son cinéma, ses émissions de télévision, McDonald's, la mode vestimentaire et toutes ses autres manifestations, a un grand succès auprès du public français malgré les critiques virulentes que l'on peut lire dans les journaux. La puissance économique et militaire des États-Unis est souvent critiquée. L'anti-américanisme actuel est le fait d'une minorité de l'ordre de 10% et d'un nombre d'intellectuels qui ont accès aux médias et font des déclarations fracassantes pour attirer l'attention. Souvent ces attaques ont des motifs autres que ceux qui sont avancés. Comme on l'a vu, les attaques les plus virulentes contre le cinéma américain sont formulées par des membres de l'industrie cinématographique qui tiennent absolument au maintien du système de financement actuel. Au lieu de demander le maintien d'une aide pour une élite, il est sûrement plus facile de parler de «lutte pour la défense de notre culture».

Lorsqu'un président de la République s'oppose aux initiatives de son homologue américain, certains voient cela comme une simple défense des intérêts légitimes du pays, d'autres voient là un effort pour affirmer la position de la France par opposition à l'unique hyperpuissance du monde. Une troisième vue est qu'il répond simplement aux attentes de ses électeurs. Les Américains ou les «anglo-saxons» sont souvent soupçonnés d'être à l'origine de divers complots secrets contre la France. Avoir un ennemi puissant qui complotte contre vous est très utile pour les responsables politiques et certains artistes et intellectuels. Si la situation du pays n'est pas ce que l'on pourrait attendre, c'est à cause du complot. Si mon dernier film n'a pas de succès, c'est la faute à l'impérialisme culturel américain.

En conclusion, il faut retenir que la France se trouve dans une période difficile et est en pleine réflexion sur son avenir. L'anti-américanisme français n'est pas un sentiment largement partagé par la population et en général sert de couverture pour d'autres revendications. En étudiant la presse française et les livres publiés ces dernières années, on se doit de conclure qu'en général, malgré ce que peuvent en dire certains éditorialistes américains, les Français regardent la réalité en face même si c'est difficile.

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#### Editor's Note

<sup>1</sup> We are so accustomed to reading articles that bash the French, and we try to find ways to counteract their effect. In order to keep a sense of proportion, we are including here an article that discusses the contrary position, that of America-bashing, written by a Frenchman who has lived for 25 years in the U.S. and who is aware of both syndromes. Serge Abrate is the husband of ATF Executive Director Jayne Abrate.

## UPCOMING ATF CONVENTIONS

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

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

## EIGHT AMERICAN STUDENTS SAVOR THEIR *TOUR DU MONDE FRANCOPHONE*

Having won a tour of the French-speaking world, eight high school students of French from across the U.S. met in Atlanta, the first stage of the trip taking them to five Francophone countries in four weeks. The students were introduced during the opening session of the World Congress of French Teachers, hosted by AATF in July. Abdou Diouf, *Secrétaire général de l'Organisation internationale de la Francophonie*, awarded the prizes to the students who had submitted projects about the Francophone world: Candace Casey (AL), Marisa Chien (CA), Tania Cortés (VA), José Garcia (AZ), Lisa Hahn (CA), December Kinney (OH), Greer Nabb (NC), and Jessica Nash (TN).

The tour was organized by Daniel Guillaume, President of *Francophonie sans frontière* and faculty member at the *Université de Toulouse*. This project had a number of partners: *Association des membres de l'Ordre des Palmes académiques (AMOPA)*, *Groupe Air-France/KLM*, *Canton de Genève*, *Communauté française de Belgique*, *Congrès du territoire de Nouvelle Calédonie*, *Centre régional d'échanges internationaux du Pacifique de Nouméa (CREIPAC)*, *Fédération Internationale des Professeurs de Français (FIPF)*, *Gouvernement de Nouvelle-Calédonie*, Michel Guerry, Senator representing the French outside of France, *Ministère des Affaires étrangères du Royaume du Maroc*, *Ministère de la Coopération et de la Francophonie*, *NACCSI/Association internationale des utilisateurs de téléphonie et d'informatique mobiles*, (Belgium), *Organisation Internationale de la Francophonie (OIF)*, *Ville de Bruxelles*, *Ville de Genève*, and *Ville de Toulouse*.

### France

In Toulouse, the students were impressed by the reception in their honor held at city hall and hosted by the city councilwoman responsible for international relations. They toured the *Cité de l'Espace* and Airbus, visited the cathedral in Albi and the medieval city in Carcassonne. The Americans especially enjoyed opportunities to meet French young people. Said December Kinney, "Meeting the teenagers in Toulouse stands out because it was neat to be able to relate to people our own age who spoke a different language." José Garcia indicated that since he returned home, he has been in touch with some of the young people he met in Toulouse. Mr. Guillaume noted that the French young people all said that they found the American teenagers "pas du tout comme ils se les imaginaient." Instead of seeing a confirmation of the negative image of Americans that they held, the French observed

that the Americans actually resembled them.

### Belgium

Belgium was the second stop on the tour. Food drew high marks from the participants. They discovered a new fruit spread, the *sirup de Liège*. The students spent time in Brussels, where Candace Casey was amused

appropriate etiquette. For Marisa Chien, "eating with my hands in Morocco was definitely a new experience. Also walking in the market places and seeing goats' heads and smelling the spices made me feel as if I was in another world." Food also made an impression on Jessica Nash: "The food was



The former president of Senegal, Abdou Diouf, presents the prize of a trip to the American students of French.

by the story behind the creation of the statue of the Mannequin Pis, and Liège, where they visited a *Fédération des maisons de jeunes*.

### Switzerland

The students stayed in Geneva and were impressed by the outdoors activities: descending the Rhone by boat and spending a day hiking. They also visited the *Musée international de la Croix-Rouge*. They particularly appreciated their *soirée raclette* in a Swiss home. On August 1, they celebrated the Swiss national holiday at Collex-Bossy. Lisa Hahn will not forget hiking in Switzerland: "It was a physically difficult experience; we climbed and wound our way through paths carved along the belly of the mountains, but by the time we reached the top and finished our hike, the feeling of sharing such an intense experience was elating, and the view from the summit was breathtaking. From the top, we could see both France and Switzerland, and here, the magic of *la Francophonie* came alive for me."

### Morocco

The students were enthralled with their stay in Morocco which generated some of the most enthusiastic comments. The students visited Rabat before departing for Ifrane where they stayed at the *Université Al Akhawan*. They had a tour of the *Centre européen pour la recherche nucléaire (CERN)* and visited Casablanca. The students learned a few words of Arabic and

sweet, spicy, and fresh." The *medina* or marketplace was also a memorable experience for Candace Casey, who was moved by the Muslim call to prayer. Lisa Hahn was dazzled by the beauty of Morocco and the warm welcome of the hosts: "The glowing white walled buildings, the old, handsome buildings juxtaposed to the landmarks of modernity, the magnificent mosques, the colorful, elaborate Moroccan clothing... The Moroccans were warm and our main host treated us like family, and a particularly touching moment was when he said that we were all like his children."

### New Caledonia

After a long flight with connections in Paris and Tokyo, the group arrived at the final destination: New Caledonia. A professor from CREIPAC made a presentation to orient them to their stay on the island. They had a guided visit to a prison where the history of New Caledonia as a penal colony was traced. They took part in a broadcast by Anne-Marie Fontaine at RFO (*Réseau France Outremer*) Radio. Guided visits were made to museums featuring period costumes and Pacific cultures and to a nickel factory. Near Sarraméa, they visited the Ouatom tribe.

### Media Stars

In each country, the Americans had a chance to comment on their observations and what they were enjoying doing and

learning to the media. Jessica Nash found these encounters memorable: "I've never had much of a chance to be on television or radio, and to present to each country an American's point of view was definitely something that needed to be done, and I felt we all did an excellent job representing our country." Greer Nabb served as the group's correspondent, providing continuing radio commentary for Radio France Internationale. "It was hard, but I am so glad I did it."

#### Student reflections

The students felt they learned about many cultures and that they practiced their French. They also reflected that their French improved and their life has been enriched significantly. They are more likely now to question stereotypes and to be more tolerant of other cultures. They particularly enjoyed meeting young people and observing people in their own culture. Said Tania Cortés, "Everyone we met was very friendly; in each country, we were welcomed with open hearts

#### How has the experience of traveling around the world affected the participants?

**Candace Casey:** "I was motivated to take Arabic (Dickinson College, PA) as my third foreign language, and I absolutely have to go visit Morocco again. I am even more inspired to master French."

**Marisa Chien:** "After having spoken mostly French for a month, I have decided to at least minor in French. Becoming fluent in French has also motivated me to learn other languages, and so, I'm going to take a Chinese class in the winter quarter at UCLA."

**Tania Cortés:** "I have learned to value life and to appreciate other cultures and ways of life. This program will definitely help me in my studies. I plan to go into the CIA, and speaking French and understanding more about the world, as well as knowing how to travel, will be to my benefit." (Harrisonburg High School, VA)

**José Garcia:** "Now I wish to travel more, and do a minor in French (University of Arizona). I can always use French as a door to a new career, such as court translator, or why not, a teacher!

**Lisa Hahn:** "I learned a lot about tolerance, patience, and understanding. I've been broadened and changed as an individual, and I am inspired to promote intercultural understanding in any way I can. The experience has reinforced my desire to major in French." (Scripps College, Claremont, CA)

**December Kinney:** "Now that I am taking French courses (Washington University, MO), I realize that my French has drastically

improved. The trip has made me determined to study abroad—hopefully in Morocco or Switzerland, instead of in France, as I had originally thought. The trip also has increased my desire to travel to other French-speaking countries to experience their rich cultures."

**Greer Nabb:** "I gained an appreciation for the size of the world: it is so small! I gained invaluable experience in dealing with people, contacts, friendships, decision-making skills, and diplomacy. I was encouraged by the usefulness of French from hearing it, truly, all over the world, and since I would like to be a French teacher, this was priceless." (Central Piedmont Community College)

**Jessica Nash:** "This trip gave me the opportunity to make friends all over the world. Already I have used my knowledge of Morocco to answer questions in my anthropology class (University of Tennessee at Knoxville). I have been able to impress my French professor with nuances that I learned in Toulouse. I felt that this trip gave me an idea of what a diplomat does."

#### Students' French Teachers Comment

The students who earned the opportunity to participate in the *Tour du monde francophone* are indebted to their high school teachers who encouraged and nurtured them as they developed their projects.



Soirée raclette in Switzerland

These teachers reflect on the importance of this competition for their winning student and on the influence it has had on their other students and their program.

**Suzanne Gyurgyk** (Shaker Heights High School, OH; Student: December Kinney): "I will never forget announcing that one of our students had won this competition and seeing the disbelief, then the excitement. It was thrilling to me as a teacher to show students that learning French actually 'paid.' French has a *raison d'être*. French is no



The group sightseeing in Morocco.

longer a topic we teach in school; it becomes a tool that the students actually need. I am already planning to use the RFI broadcast as a listening comprehension exercise. I know my students will be eager to try to understand what happened to a Shaker student last summer."

**Saralee Peccolo-Taylor** (Powell High School, TN; Student: Jessica Nash): "Powell High School is 98% homogeneous and granting one of our students a trip to explore the world of diverse cultures will not only expand her horizons but those of our community. Jessica has shared her experiences with French classes at the school, and will be speaking about her project and trip at the Tennessee Teachers' Foreign Language Conference and at the AATF luncheon at the conference this fall. Jessica's progress and enthusiasm validate my educational philosophy, borrowed from the Haitians: 'L'éducation ouvre la deuxième porte de la liberté.'"

**Dominique El Moussa** (Gretchen Whitney High School, Cerritos, CA; Student: Lisa Hahn): "I was extremely happy that Lisa won because she adores the French language. I am also elated since it is hard to have students sign up for French in California because parents insist that their children take Spanish even if they don't want to. Our French programs are also in competition with the Asian language classes being offered at all of our high schools. I let the school know about Lisa's award, and our principal put an article in the school and district newsletter. "

**Joann Nabb** (Houckama School, Matthews, NC; Student: Greer Nabb) "Greer is thrilled to have learned how useful French is internationally. Greer made a copy of her winning project, and she is using it as a resource when she teaches two beginning classes of 5-10-year olds. Greer has been featured in the local paper and has volunteered to speak at high schools. The par-

ents of my French students are enthusiastic about this competition and in helping to encourage students in the French program. Greer also returned with many classroom aids that will enhance discussion and add to our resources. Greer enjoyed all the foods and brought back to her French class from last year several mouthwatering descriptions of delicacies tasted. This has been an incentive for the students to try to recreate some of the recipes."



Near the end of their tour, the world travelers relax in the central park of Nouméa, New Caledonia.

**Irina Dorfman** (Francis Parker School, San Diego, CA; Student: Marisa Chien): "This trip was a perfect example of one of the points I stress to my students: French and French culture extend far beyond the boundaries of France. Upon her return, Marisa could not contain her excitement: for her, this has been an eye-opening experience. Her enthusiasm to share it with others has fit perfectly with my efforts to develop the Francophone curriculum. I have remodeled the French IV syllabus to focus specifically on the Francophone world. Although Marisa has graduated, she has agreed to present her photos and stories to the French IV class, the *Société honoraire de français*, and the student body. The *Tour du monde francophone* has already been a life-changing experience for her, and I am confident that it will have far-reaching positive affects on Francis Parker's French students."

**Judith Daniel** (Harrisonburg High School, VA; Student: Tania Cortés): "This trip was a fantastic opportunity for the students, and they have become intercontinental ambassadors. The research methods and the content that Tania learned by doing the project for the contest were extremely valuable. The fact that a 16-year-old student can have this success has inspired her classmates. One commented, 'It's neat that what Tania has learned in school she was able to apply.' Tania has shared her experiences with French Club whose vistas have been expanded. Several students have expressed interest in learning about more Francophone countries and in doing more research. To publicize the experience, I have collaborated on an article for the Vir-

ginia AATF publication, *Les Nouvelles*, and have written an article for the *Virginia Foreign Language Association Bulletin*.

**Sophie Renoult** (Douglas High School, AZ; Student: José Garcia): "Before his trip, José was curious about the world and had a theoretical awareness about it, but he returned transformed, mature, confident, ea-

ger to know more about others and to share his experience and his conviction about the usefulness of French with other students. José's achievement showed students that they can achieve success with hard work and motivation. I have 20% more enrollment in my classes this year. I believe José's trip is part of the desire for students to register. Since our school is located at the border, Spanish is very strong, but still many students want to learn French. The program has received more recognition by the administration, which is permitting me to teach a 6<sup>th</sup> class this year. This contest has motivated our students and teachers to excel and shows students that they can all learn a foreign language with great success—and it does not go unnoticed."

**Lydia Gilkey** (Alabama School of Mathematics and Science, Mobile, AL; Student: Candace Casey) "I used the competition to make my French Civilization Class a project-based learning class in the third trimester. All students participated, and the personal growth forced upon them with the videotaping was extraordinary. High school was no longer a game to get grades to get into college. The investment in a project might have an immediate pay-off, as it would in a job. The whole school has been immensely proud of Candace's achievement. We will use her prize for recruitment to our school, which is a magnet for the whole state. The PR has been great, and my department has gained a great deal of prestige. We have a real student achievement that has not come along in years for French. The trip is much more meaningful than a medal, ribbon, plaque, or a certificate."

## STAGES AU QUÉBEC

Cinq bourses pour un stage en langue, culture et société québécoise sont offertes aux membres de l'AATF par le Ministère des Relations internationales du Québec (MRIQ). Les objectifs du stage sont le perfectionnement en didactique du français et l'approfondissement des connaissances du Québec, de sa culture et de sa population. Les candidats doivent (1) enseigner le français ou être responsable de l'encadrement de professeurs de français; (2) maîtriser le français écrit et oral; (3) être citoyen ou résident des États-Unis; (4) être membre de l'AATF; et (5) fournir l'original d'un certificat de naissance ou une copie certifiée. Le stage est offert à l'Université Laval (Québec) ou à l'Université de Montréal. Le MRIQ attribuera les affectations en tenant compte, lorsque possible, de la préférence exprimée par le candidat.

Le programme du stage comprend trois volets: linguistique (production et correction de points de grammaire adaptés aux besoins des étudiants et production et correction phonétique en laboratoire), didactique (atelier pratiques permettant d'exploiter différentes stratégies d'enseignement, observation de classes d'immersion en français, du niveau élémentaire au niveau supérieur et tables rondes favorisant les échanges professionnels) et culturel (conférences données par des spécialistes touchant les volets historique, linguistique, littéraire, politique et social du Québec et sorties à caractère pédagogique, culturel et social).

La bourse couvre les frais d'inscription et de scolarité du stage, l'hébergement en résidence universitaire, une somme forfaitaire de 150\$ Can. destinée à couvrir partiellement les frais de repas, l'accueil à l'aéroport les 2 et 3 juillet 2005. Le transport du lieu de départ au lieu du stage, les dépenses personnelles et une franchise de 50\$ Can. pour le recours à l'assurance sont à la charge des boursiers. Cinq bourses seront offertes, une par région correspondant aux circonscriptions des délégations du Québec aux USA. Voir la page 14 pour les renseignements concernant les candidatures.

Chaque professeur s'engage, dans les 12 mois qui suivent le stage, à présenter une communication sur son expérience dans le cadre d'une rencontre d'enseignants au niveau local, régional ou national ou de publier un article dans une revue professionnelle sur son expérience au Québec.



## SALUT LES JEUNES

### Rendez-vous des idées pour les niveaux FLES\*/Middle School

We invite FLES\* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; E-mail: [mmemiller@aol.com](mailto:mmemiller@aol.com); fax: 650-342-7623

## Vive la Francophonie!

We are all looking for ways to open our French students' eyes to the vast legacy of the French language around the globe. Students are astonished at the number of places where French is spoken and where it is an official language of the country. One of the most colorful devices to use is flags. While our youngest language learners may not yet have developed the spacial concept of geography represented by maps, they are very attached to colors and flags.

At the beginning of each year, I invite each student to choose a French identity by choosing a French name from the official calendar. This facilitates both cultural and linguistic objectives. We explore the French calendar and the concept that each day honors a saint since France is a catholic country. For older children we can drill dates, and they are delighted to learn that they will have two days where they are special: *l'anniversaire de naissance* and *la fête* corresponding to the date where the student's French name falls. In many regions *la fête* is celebrated with cards wishing *Bonne Fête* and best of all, chocolate!

The linguistic benefits of this ritual of *la rentrée* are numerous. The students do not tire as readily with the repetition of *il s'appelle--/elle s'appelle* -- with their new identities. It creates opportunities to play with the pronunciation of the French alphabet spelling their names out loud, spelling dictées on the board, hangman, and other traditional name games.

We take this French identify one step further by adding a nationality of a francophone country. There are plenty for an entire class so that each child can be unique. An easy project for any age requires a box of plastic straws and some 3X5 plain index cards. Students color in their flag and staple (or tape) to the straw. Tape to a folded 5 X8 index card with the child's French name and it will stand proudly at his or her desk. A multitude of simple language games can be invented with the flags. Use to drill colors (*Lève-toi s'il y a du bleu dans ton drapeau. De quelles couleurs est ton drapeau?*) Older children can learn nationality names (*De quelle nationalité es-tu?*) and find their country on a world map. Sources for maps, flags, flag posters, flag stickers are:

- Agence intergouvernementale de la francophonie ([www.agence.francophonie.org](http://www.agence.francophonie.org))
- Services Culturels from your local Ambassade de France
- Carlexonline.com and Teachersdiscovery.com

Teachers Discovery also sells a Loto game (Bingo) with flags of francophone countries.

Kristin Ruud-Diaz from Trevor Day School in New York City suggests a terrific song to learn the French speaking countries called "La Francophonie" by *Oh Là Là* that both her elementary and middle school students love. It is available through:

- [www.soniccreations.com](http://www.soniccreations.com).

Elizabeth Miller  
Crystal Springs Uplands School (CA)  
Kristin Ruud-Diaz  
Trevor Day School (NY)



# 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: [www.frenchteachers.org]. Please allow 3-4 weeks for delivery.

## REPORTS OF THE AATF FLES\* COMMISSION

1. *Success Stories: Promoting FLES\* Programs*, Gladys Lipton, Lena Lucietto, Harriet Saxon, Editors, 2004. \$9.00
2. *French FLES\* Around the World*, Lena L. Lucietto, Editor, 2000. \$9.00
3. *The FLES\* Image: A Picture is Worth a Thousand Words!* Lena L. Lucietto, Editor, 1998. \$9.00
4. *Attracting French FLES\* Students*. Gladys Lipton, Editor, 1996. \$9.00.
5. *Reaching All FLES\* Students*. Gladys Lipton, Editor, 1995. \$9.00
6. *FLES\* Methodology I*. Gladys Lipton, Editor, 1994, \$9.00.
7. *Expanding FLES\* Horizons*. Gladys Lipton, Editor, 1993. \$9.00.
8. *Evaluating FLES\* Programs*. Gladys Lipton, Editor, 1992, \$9.00.
9. *Implementing FLES\* Programs*. Gladys Lipton, Editor. 1991. \$8.00,
10. *Innovations in FLES\* Programs*. Gladys Lipton, Editor. 1990. \$8.00.
11. *The People Factor in FLES\* Programs*. Gladys Lipton, Editor. 1989. \$8.00.

**NEW!** Any 5 FLES\* Reports for \$40. Complete set of 12 Reports for \$80.

## PROMOTION OF FRENCH

**NEW CD!** *Architectural Walking Tour of Paris* provides still and video footage of 24 Parisian buildings. \$12.50 (members)/\$15.00 (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).

## 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. **NEW!** *Help Wanted: Encourage Students to Learn French*

2. Newly revised *Why French FLES\*?*

3. *French by the Numbers* highlights with facts and figures the importance of French in the world.

4. *French is Not a "Foreign" Language* illustrates the close connections between English and French.

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

6. *Top 10 Reasons to Learn French*.

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

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

## TEACHING VIDEOS

**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)

*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 (nonmembers).

## MEDALS AND AWARDS

*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)

*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. Order one copy of the old Swiss Kit and one copy of the new for \$7.50.

## 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).

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 12/31/04.

Feeling Alone? Je me sens seul(e)...

Running out of ideas? À court d'idées?

Program in danger? Programme en danger?

Contact... Contactez...

**AATF - TÊTE À TÊTE**  
 Teacher-to-teacher mentoring program

Diana Regan mme.regan@verizon.net



Jo Ellen Sandburg j\_sandburg@msa.com

## 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 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.

## 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: [ahanson@siu.edu].

## 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?* or at no extra charge.

Name \_\_\_\_\_

Address \_\_\_\_\_

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

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

# QUÉBEC RESOURCES FOR FRENCH TEACHERS

Compiled by David Graham  
[davidg8809@aol.com]

## AATF Resources

AATF Created Québec Web activities: [www.frenchteachers.org/general/DOEgrant/Quebec/title.htm]

Tennessee Bob Peckham's Le Québec @Globe Gate: [globegate.utm.edu/french/globegate\_mirror/quebhst.html]

## Canadian/Québec Studies Centers

American Council for Québec Studies: [www.acqs.org/index.html]

Association internationale des études québécoises: [www.aieq.qc.ca]

SUNY Plattsburgh: [canada.plattsburgh.edu/cesca.htm]

University of Vermont: [www.uvm.edu/~canada/?Page=proginfo.htm]

University of Maine: [www.umaine.edu/canam]

## Cultural Events

Le Festival d'été de Québec: [www.infestival.com]

Le Carnaval de Québec: [www.carnaval.qc.ca]

## Gouvernement du Québec

Gouvernement du Québec: [www.gouv.qc.ca]

Ministère des Relations internationales: [www.mri.gouv.qc.ca]

Ministère de la Culture et des Communications: [www.mcc.gouv.qc.ca]

MCC Document: [www.mcc.gouv.qc.ca/publications/culture\_quebec.htm]

## History

Claude Bélanger History Course: [www2.marianopolis.edu/quebechistory/about.htm]

Chronologie de l'histoire du Québec: [pages.infinet.net/histoire/index.html]

## Language and Teacher Organizations

L'association québécoise des enseignants de français langue seconde (AQEFLS): [www.cam.org/~aqefls]

Canadian Association of Second Language Teachers: (CASLT): [www.caslt.org]

## Music

ADISQ: [www.adisq.com]

## Patriotic Organisations:

Le Mouvement nationale des Québécois et Québécoises: [www.mnq.qc.ca/mnq.html]

Le Parti Québécois: [www.pq.org/nv]

## Pictures

Le Québec en images: [www.ccdmd.qc.ca/Quebec/rens-frame.html]

## Québec Schools

Association québécoise des Écoles de français: [www.aqef.qc.ca/ang/index.html]

## Radio and Television

Radio Canada: [www.radio-canada.ca]

Radio Rock Détente: [www.rockdetente.com]

## Sports

Réseau des sports: [www.rds.ca]

Le Canadien de Montréal: [www.canadiens.com]

Les Expos de Montréal: [montreal.expos.mlb.com/mon/home.html]

Baseball news: [feeds.msn.com/content/ca/framesite/frmredir.asp?m=http%3a%2f%2fwww.cyberpresse.ca%2fsports%2farticle%2f1%2c154%2c1882%2c032004%2c620795.shtml]

## Tourisme

Tourisme Québec: [www.tourisme.gouv.qc.ca]

L'Office du Tourisme et des Congrès de Québec: [www.quebecregion.com]

La Ville de Québec: [www.ville.quebec.qc.ca/accueil/index.shtml]

Le Musée national des beaux-arts du Québec: [www.mnba.qc.ca/accueil.htm]

## Transportation

L'Aéroport de Québec: [www.aeroportdequebec.com]

Via Rail: [www.viarail.ca]

## Web Sites

La Toile de Québec Web Site: [www.toile.com]

# CONCOURS

## «DES MOTS POUR VOIR»: ÉDITION 2004/2005

L'Association Image imaginaire, avec l'Académie d'Orléans-Tours et la Région Centre, proposent pour la cinquième année consécutive: «Des mots pour voir», raconter l'histoire d'une image, écrire son regard, concours international d'écriture pour tous les jeunes francophones.

Un dispositif exceptionnel est cette année mis en place avec une interface entièrement nouvelle et 155 photographies de Dolorès Marat qui sont proposées à l'imaginaire des collégiens, des lycéens et des étudiants. Le concours (entièrement gratuit) est ouvert à tous les jeunes francophones de 14 à 20 ans en français langue maternelle ou français langue étrangère. Pour connaître les modalités, les prix, voir les images, les 600 textes de la dernière édition et s'inscrire au concours: [www.imageimaginaire.com]. Le concours est ouvert du 15 septembre 2004 au 25 mars 2005.

## THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE ENTITLED "CINEMAS"

This special issue will be open to articles on French and Francophone cinema, cinema and literature, and the teaching of cinema. This volume, to be published in May 2006, will be in honor of the AATF meeting to be held in Milwaukee in July 2006. 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 and the Editor in Chief if they have further questions. The deadline for submission to the editor will be **August 1, 2005**. Submit articles to Christopher Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717.

## UPCOMING AATF CONVENTIONS

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

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

## FRENCH PLUS!

As an advisor and professor of French, I encourage students to link their French major with another discipline, such as journalism, business, international studies, or education. In addition to participating in study abroad programs, students with language proficiency can find internships and other work opportunities related to their future careers. In some cases, departments have established connections that students can pursue. Last December, one of my undergraduate students, Christy Johnson, astounded me by landing a paid summer position with Larousse in Paris through her own efforts. An outstanding student in journalism and French with experience working at the Ohio University Press, Christy sent off her resume to a few publishing houses in Paris. The rest of this remarkable adventure is best told by Christy herself.

Throwing myself on the mercy of the French labor market made fancy words like *chimerical* come to life: my pleadings to small houses Stock and Callmann-Lévy ended up in transatlantic dumpsters. On October 16 last year, though, came the word from giant Larousse—could I come at the end of the month and work until January? My reluctant “no” left me with a few shreds of morale, however, as I was told other offers just might be lurking on the horizon. On December 13 came the second outstretched hand—would I like to spend my summer helping prepare the newest edition of the Concise English-French Dictionary?

I shook and, a few hours after my arrival on June 27, found myself in the midst of an intense debriefing from Marc Chabrier, my new boss. This courtesy acclimatization lasted all of three hours. The following Monday, with explicit instructions to layout computer code examples for the tech mavens who would put the dictionary together, I was thrown into the race at full speed.

Things only went faster and seemed harder, compelling me to shun my mental image of lexicography as a discipline that required nothing more than a dreamy fascination with language. For about two weeks I spent long hours with the flowchart-like Epic Editor software, reorganizing entries in the dictionary's English-French section to make irregular plurals and weird phonetic transcriptions easier to understand. Then there was the proofreading job for what the French call the dictionary's “in-

struction manual:” believe me, finding the right translation is often more of a Mensa teaser than it seems.

Teasing out new bugs in the beta version of a multilingual dictionary on CD-ROM was both a necessary evil and a frustrating pleasure. If no one else had come across these glitches before, then what was I missing? If some poor sop clicked on the pronunciation icon for “garbage” and was instead taught how to say “garish,” would it be my fault? Why couldn't I work through the instructions as fast as the Irishman sitting next to me, and, for God's sake, why hadn't anyone told him I shared his native tongue? We spent most of a morning speaking French until he dared pop the question.

One day halfway through my internship, Marc handed me the page proofs from Larousse's biggest English-French dictionary—the kind meant for non-native speakers who *really* want to pretend they know what they're talking about—and announced that a new task was ahead. Using the proofs as a guide, I was to ensure that entries in the Concise dictionary were appropriately tagged “American” or “British.” I was free to make suggestions about American or British entries, he added. All I had to do was scribble them in the margins of the Concise dictionary's endless list of entries.

Feeling slightly confident, I leapt into the letter “A.” Making sure that Frenchmen and women understood the difference between an ice lolly and a popsicle didn't seem too hard, after all. But entry by entry, I discovered that the dictionary's authors had labeled the Equal Rights Amendment an American *law* and decided that *cheesy* was worth only a literal translation, as in a *cheesy sauce*. The examples didn't stop screaming at me.

My new job absorbed me for hours at a time, sometimes entrancing me so much that a fellow intern would point out my daydreaming with a hint of good-natured surprise. By summer's end I had begun the letter “M” and convinced the publishing house to let me do some homework. Hired to continue my “re-reading” work, as you

might literally translate it, from my parent's home in central Ohio, I worked partway through the “P's” until budget and time constraints forced me to retire the red pen.

Larousse and its host city offered me much more than an arena for professional and linguistic development. Before I left for Paris, I had read a textbook haughtily entitled *The French* for one of my classes and somewhat expected every “French” I met to conform to its long list of cultural platitudes. But not every Parisian flees to the Riviera in July—many, including a good friend of mine, can't afford the luxury. French kids can be brats, too. And, yes, colleagues *can* be quite friendly at work; you will never hear anyone in Larousse's Bilingual Dictionaries Department call a fellow editor's attention with *vous*. The thirty-five-hour workweek? Majesty on paper.

This summer, I learned the difference between an indicator and a tag. I discovered the stunning richness of another dialect of English. I came to appreciate the sticky but magnificent tangle of fact and judgment that make reference publishing what it is. But most importantly, I became a skeptic. I will be wary of the definite article for the rest of my life.

For me, Paris is more than a great village pulsating with brilliance, misery, ambition, and creative angst. The insignificant role I played there was a catalyst for profound personal transformation.

Christy Johnson  
B.A., French/B.S., Journalism  
Ohio University

Lois Vines  
Professor of French  
Ohio University

*Foreign languages are for everyone!*



**FLES = Foreign Language in Elementary School**

Elementary schools that introduce foreign languages to young students are preparing those students for successes in every area! Children in grades one through six are at their optimum age for language acquisition. The American Association of Teachers of French sponsors the National French Contest in February which includes grades 1 - 6 (FLES).

**Every school has a winner!  
Even the youngest students can shine!**

•Contact Elizabeth Miller (Email: [mmemiller@aol.com](mailto:mmemiller@aol.com))  
•or visit the contest page on the internet (<http://frenchteachers.org/concours>)

## 2005 Summer Program in Belgium

### La Communauté française Wallonie-Bruxelles Belgique offre

deux (2) bourses d'été à des membres de l'AATF pour participer  
à un stage de perfectionnement en langue française à  
l'Université de Mons-Hainaut, Belgique,  
<http://www.umh.ac.be>.

Droits d'inscription (tuition), logement, assurance maladie et repas sont couverts par la bourse.

**NOTE:** The cost of international travel is paid by the participants.

Paying teachers and students are welcome: First come, first served!  
Cost: approximately 1500 EURO (tuition, lodging, excursions, meals)

#### Description du programme:

- > Dates: 4 semaines en juillet 2005
- > Logement: résidence universitaire située au centre de la ville de Mons; chambre individuelle avec salle de bain et cuisine à partager.
- > Cours:
  - 25heures par semaine (langue, culture, civilisation)
  - Répartition des étudiants par niveau (upper high school/university/teacher)
  - 3 ou 6 crédits peuvent être obtenus pour les universités
  - Délivrance d'un certificat avec mention du niveau des cours suivis et des notes obtenues à l'évaluation finale
- > Excursions: Visites de musées  
Excursion dans un lieu historique en Wallonie ou à Bruxelles
- > Week-end: Libres - Maintien du logement

FOR MORE INFORMATION AND APPLICATION, PLEASE CONTACT

Your local AATF Chapter or  
Eliane De Poes-Levaque  
Représentante permanente  
Bureau Wallonie-Bruxelles en Louisiane  
[walbrula@aol.com](mailto:walbrula@aol.com)  
☎ (225) 342-3588  
☎ (225) 344-0066

### SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [[www.frenchteachers.org](http://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, 500 Montaigne Drive, Lafayette, LA 70506-6308; e-mail: [[htknox@juno.com](mailto:htknox@juno.com)]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

### 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/  
technology/self/](http://www.frenchteachers.org/technology/self/)**

### DISCOVER A NEW WORLD OF EDUCATION

Sponsored by the U.S. Department of State, the Fulbright Teacher and Administrator Exchange arranges: direct one-to-one classroom exchanges to over thirty countries for teachers at all levels. Most exchanges occur for an academic year. Argentina, Mexico, and the United Kingdom offer fall-semester exchanges. The United Kingdom and Morocco offer six-week exchanges.

In addition to the teacher exchanges, there are administrative exchange opportunities in Argentina, Bulgaria, Canada, the Czech Republic, Estonia, Finland, Mexico, Romania, the Slovak Republic, Thailand, Turkey and the United Kingdom. Jordan, Oman, and Uruguay currently offer opportunities to host incoming administrators during site visits to the U.S. Germany offers a two-week special program for U.S. principals to study school systems there for several weeks.

The program also offers eight-week seminars in Italy or Greece for teachers of Italian, Latin, Greek or the Classics.

Prospective applicants must meet the following general eligibility requirements: U.S. Citizenship, fluency in English, Bachelor's degree or higher, be in at least third year of full-time teaching, a current full-time position.

The application deadline is **October 15, 2005** for the 2006-2007 program year. For more information and/or an application please visit our Web site: [[www.fulbrightexchanges.org](http://www.fulbrightexchanges.org)] or call (800) 726-0479.

**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 class-room to make learning French enjoyable and meaningful.

# CALENDAR OF EVENTS

**MODERN LANGUAGE ASSOCIATION OF AMERICA (MLA)**, December 27-30, 2004, Philadelphia, PA. Information: MLA, 10 Astor Place, New York, NY 10003-6981; Fax: [(212) 477-9863; E-mail: [convention@mla.org]; Web: [www.mla.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT)**, February 24-26, 2005, Charlotte, NC. 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].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 10-12, 2005, Columbus, OH. Information: Patrick T. Raven, Executive Director, PO Box 251, Milwaukee, WI 53201-0251; Telephone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

**UK SOCIETY FOR SARTREAN STUDIES**, March 18-19, 2005, Kensington, UK. Information: [d.drake@britishlibrary.net] or [benedict.o'donohoe@uwe.ac.uk].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**, March 29-April 2, 2005, San Antonio, TX. 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].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 31-April 3, 2005, New York City. 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].

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT)**, April 7-9, 2005, Irving, TX. Information: Audrey Cournia, SWCOLT, Telephone: (775) 358-6943; Fax: (775) 358-1605; E-mail: [courniaaudrey@cs.com]; Web: [www.swcolt.org].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)**, April 11-15, 2005, Montreal, Canada. 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].

**COMPUTER-ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO)**, May 17-21, 2005, East Lansing, MI. Information: CALICO, Southwest Texas State University, 214 Centennial Hall, 601 University Drive,

San Marcos, TX 78666; Telephone: (512) 245-1417; Fax: (512) 245-9089; E-mail: [info@calico.org]; Web: [www.calico.org].

**FOURTH INTERNATIONAL CONFERENCE: VOICE AND VISION IN LANGUAGE EDUCATION**, June 2-4, 2005, Minneapolis, MN. Information: Karin E. Larson, Coordinator for Advanced Research on Language Acquisition, University of Minnesota, 619 Heller Hall, Avenue So., Minneapolis, MN 55455; Telephone: (612) 624-6022; Fax: (612) 624-7514; E-mail: [larso205@umn.edu]; Web: [www.carla.umn.edu].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 7-10, 2005, Quebec City. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; FAX: (618) 453-5733; E-mail: [abrater@siu.edu]; Web: [www.frenchteachers.org].

**AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS**, July 24-29, 2005, Madison, WI. Information: AAAL, 3416 Primm Lane, Birmingham, AL 35216; Telephone: (205) 824-7700; Fax: (205) 823-2760; E-mail: [aaaloffice@aaal.org]; Web: [www.aaal.org].

**AMERICAN TRANSLATORS ASSOCIATION**, November 9-12, 2005, Seattle, WA. 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 18-20, 2005, Baltimore, MD. Information: ACTFL, 700 South Washington Street, Suite 210, Alexandria, VA 22314; Telephone: (703) 894-2900; Fax: (703) 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

## 2005 SUMMER SCHOLARSHIPS FOR FRENCH STUDENTS

The American Society of the French Academic Palms will award two student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2005. To qualify, the student must be a junior enrolled in a high school French program or be a junior majoring in French at a post-secondary institution. The scholarship of \$1,500 may be used to cover travel and program costs in a French program that the recipient selects. The application must be endorsed by a member of ASFAP and be submitted by **December 15, 2004**. Applications will be sent electronically upon request. Please contact Margot Steinhart at [m.steinhart@sbcglobal.net].

## 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 CLE International. The AATF has negotiated a special subscription rate for AATF members. Each year more than 500 AATF members have taken advantage of this special offer.

Members have two subscription options. For a yearly subscription payment of \$52, 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 \$62, 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 2005 dues renewal invoice which will be mailed to all AATF members in early October. Those who subscribed for 2004 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] for more information. AATF Past-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],

## REMINDER: IMPORTANT DEADLINES AND DATES

December 15, 2004	Deadline for receipt of proposals for 2005 AATF Convention in Quebec City (see page 3) Deadline for receipt of applications for ASFAP scholarship (see page 42)
February 1, 2005	Deadline for Submission of Nominees for AATF Dorothy Ludwig Excellence in Teaching Award (see page 9)
February 21, 2005	Deadline for sending FLES Poster Contest entries to chapter presidents (see page 16)
February 21-28, 2005	FLES (grades 1-6) <i>Grand Concours</i> (see page 41)
March 1, 2005	Deadline for applications for AATF Summer Scholarships (see page 14) Deadline for applications for 2005 AATF Small Grants (see page 10) Deadline for submissions for a number of MLA books prizes (see January 2005 <i>National Bulletin</i> )
March 3-22, 2005	<i>Grand Concours</i> (see page 12)
March 15, 2005	Deadline for applications for the Walter Jensen Scholarship (see page 19)
April 1, 2005	Deadline for submissions for a number of MLA books prizes (see January 2005 <i>National Bulletin</i> )
May 1, 2005	Deadline for submissions for a number of MLA books prizes (see January 2005 <i>National Bulletin</i> )
July 7-10, 2005	AATF Convention in Quebec (see page 20)
August 1, 2005	Deadline for submissions to <i>French Review</i> special issue on cinema (see page 40)

## AATF ANNUAL CONVENTION QUEBEC CITY, JULY 7-10, 2005!

## 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 *dépliants* on (1) *paysage et cadre de vie*, (2) *économie et activités scientifiques*, (3) *population et société*, and (4) *fédéralisme et plurilinguisme*. Many photos illustrate the text. Multiple copies of each section are included with a Teacher's Manual.

Both Swiss kits are offered to AATF members free of charge for the cost of postage: \$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.



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