



FROM THE PRESIDENT

RINGING IN THE NEW AND EMBRACING THE PAST



As we enter the New Year 2005, let me extend greetings to each member of our Association and a wish for much personal and professional satisfaction, good health, and peace in the world. It has been my distinct pleasure and honor to serve for the past 12 months as your president, and I look forward to additional opportunities to do so in the next 24 months. At the same time, I want to congratulate and thank all the members of the AATF who have contributed to the many aspects that make us an association of 10,000 members strong!

I would like to share with you some of the events of this past year that have energized a variety of AATF initiatives and to reflect on the year that was 2004, minus the U.S. political elections and the war in Iraq and Afghanistan.

AATF Tête à Tête Initiative

A message from a retired colleague reached me last spring as the idea for a mentoring/sharing project was starting to emerge:

I am in the midst here of helping a middle school teacher, who is just pooped out:—She hates her text, the kids are bored, and she is losing out to *espagnol*. When I asked her if she belonged to AATF, she laughed and said she couldn't afford it. She is single, a working mom who works several more hours after school lets out at a second job—plus she works weekends. She's 40 minutes away from me, in a different county, where neither am I fingerprinted nor can I

enter the schools. So I try to pump her up and get her energy level back up when we get together outside of the school. We met last night after she ended the day at her part-time job and talked about an immersion day, oral proficiency projects, and just plain having fun in the class. There's no AATF chapter anywhere near us; so, she and I will just do our own little AATF experience. These "episodes" bring me back to a reality that I was fortunate not to have to think too much about during my career.

Could this be you, or a French teacher you know? Sadly, this middle school teacher is not alone in her life-challenges and in her frustration in the French class. What she does have is her own personal collegial support, another French teacher who is willing to share what she knows and has experienced in the classroom. Wouldn't it be wonderful to multiply this pairing of French teachers? That is precisely the mission of the AATF *Tête à Tête* initiative.

The AATF is reaching out to the individual French teacher at elementary, middle school, high school, community college, and college/university levels, who could be encouraged and invigorated by having another French teacher, active or retired, offer that support. Indeed that collaboration might cut across levels and provide opportunities for critical articulation, such as between junior college/college/university and high school teachers. Every French teacher should have a colleague with whom to share frustrations and successes, ideas for new activities or curriculum projects, and sources for material and human resources. AATF is setting up the network to make collegial pairings happen. Not only do we need teachers to ask for that support; we need teachers who will respond. The relationship may be one of mentor/mentee or of colleague to colleague. Key to this project is the maintenance of confidentiality and trust by all parties involved.

To what does the French teacher commit in such a collegial partnership? This

really is to be negotiated by the partners, depending upon need, time, and geographical implications. This could involve an e-mail message, a telephone call, or a conversation over coffee. Americans are known for their generosity, and French teachers are being offered a challenge and an opportunity to respond to a genuine need that also requires generosity in terms of support. As we all acknowledge, the giver is frequently the one who receives more in the end—the satisfaction of having touched another human being, whose life is enriched by our being part of it. This fall, after serving as a mentor, my colleague, who worked with the middle school French teacher whose struggle is recounted above, added a *post scriptum*: "It was a wonderful situation for both of us, as I was missing my students and teaching so very much (and still am) and she had the students and teaching, but was in a 'tight' situation. We helped each other."

I encourage you to respond to the great need that we know exists. This need is not just at one level of our continuum K-16, as our membership can attest. The French professor at the community college or the

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college/university level may be just as challenged, for many of our colleagues at the post-secondary level are the sole French teacher in their institutions. Isolation can be the source of much demoralization and an impetus for leaving teaching. If teachers are to be successful and nurtured to invest their future in teaching French and if French programs are to flourish, we need to step forward and accept the call. Our profession and our shared passion for French are at stake!

How do you get involved? This can start with an e-mail to one of three AATF colleagues, who have accepted the challenge to establish a national network to pair teachers. Suzanne Hendrickson (AZ) [sue.hendrickson@asu.edu] is responsible for the AATF *Tête à Tête* Initiative, which is co-chaired by Diana Reagan (PA) [mme.regan@verizon.net], and Jo Ellen Sandburg (FL) [sandburg@msn.com].

You simply indicate in your message whether you are looking for a mentor/mentee or a collegial sharing pairing, where you reside or teach, and what concerns or areas of interest you have. We are especially in need of mentors at this time. This is an invitation to both active and retired colleagues. We have asked each AATF chapter to identify a liaison for the mentoring/collegial sharing initiative. As this structure is established, we want to set up pairings based more on geography, where this would seem desirable, and to have chapters taking an increasingly active role in this undertaking. Our *Tête à Tête* initiators have already been at work to make these matches. They will also be conducting a session or workshop on this subject at the AATF conference in Quebec in July.

A Retrospective Look at 2004

As 2004 has become history and part of our memory, this is an opportunity to revisit the past year to see what we have accomplished and to assess where we want to go this year. From my vantage point, I have seen close-up the incredible work and commitment that our Executive Director Jayne Abrate has undertaken in assuming the primary responsibility for organizing a world conference of teachers of French in Atlanta in conjunction with the AATF national convention. In itself, this conference proved to be more than a full-time job for Jayne, and the results were incredible for the attendees. Veteran attendees of AATF conventions commented that this event was truly exceptional. Seeing our colleagues who teach French all across the globe attending their sessions, and chatting with them during our numerous social activities made us realize that we are not the only ones faced with problems of supporting French in the face of other foreign languages. However, for

our world colleagues, that language is English! Having written letters on behalf of attendees who had difficulty getting appointments for their American visa in China, in Korea, in Cameroon, in Ivory Coast, and in Gabon, I was very touched by receiving a doll sent by a Korean colleague, who had requested help for herself and two colleagues. In the end, her colleagues received their visas, but she did not. This was a reminder of the additional challenges facing our colleagues as they try to enhance their own professional experiences. The international contacts were quite inspiring for all who were in Atlanta in July 2004. Members can look forward to the AATF convention in Quebec, July 7–10, 2005, to capture once again that international and Francophone ambiance.

While much of my work for the AATF is accomplished through e-mail, it was very satisfying to meet with the Executive Council in Atlanta to conduct the business for supporting the various activities of the AATF and to prepare for the Delegate Assembly. AATF members should be very proud of their representation by nine regional representatives, three vice-presidents, the past-president, the National French Contest Director, the editors of *The French Review* and the *AATF National Bulletin*, and the managing editor of *The French Review*, as well as the participation of the Executive Director. Executive Council members shared reports of regional and national activities and concerns, publication information, and contest considerations. This is a group that has

concern for French teachers at all levels of instruction, their students, and for the support and promotion of French language and Francophone cultures. It is such a pleasure and inspiration to work with those whose commitment to the profession and to the AATF is paramount.

The Executive Council lent its support to initiatives that are now underway—advocacy, mentoring (AATF *Tête à Tête*), and reading in French (AATF Book Club). It is through these initiatives that the AATF is providing a national structure to facilitate the work of individual teachers and to provide a link to our 75 AATF chapters. The AATF as a national organization is as strong as its weakest link. We are committed to providing essential support to French teachers who may or may not have ties to other French teachers or to their nominal AATF chapter by making those connections more accessible and rewarding. Chapters have an important role in making these initiatives responsive to members, for they have been asked to designate a representative to be the liaison for advocacy and mentoring/collegial sharing needs and requests. In Chicago, the AATF Advocacy Task Force, led by Tennessee Bob Peckham, met in November with colleagues to take the advocacy initiative to states where representatives have stepped forward. This effort is not a onetime effort; we want to have all 50 states and territories involved and have Web pages available that respond to the needs of members needing help in launching their

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

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

own local advocacy movement. T-Bob and the Advocacy Task Force will be holding an advocacy workshop in Quebec in an effort to extend advocacy to members in more states.

The AATF Book Club initiative has been launched by Myrna Delson-Karan (NY) to connect individual French teachers across the country, much as we do during National French Week in November each year. This is a yearlong emphasis for 2005 to focus on Quebec literature as a way of enriching our own reading experience and in suggesting ways to engage our students in reading. The selections have been chosen for their interest to readers and as a means to encourage reading that can open ways to understanding the essence of another culture. At the same time, these selections offer possibilities for teachers to present texts to students. In this issue of the *AATF National Bulletin*, Professor Delson-Karan presents ideas for stimulating discussions on the novel by Gabrielle Roy, *Cet été qui chantait*. These questions can be used by individuals to guide their own reading and by chapters to engage their members in informal discussions at meetings.

The work of the AATF during 2004 has focused on the international through our convention and our association with other organizations of teachers of French and the French Embassy and Cultural Service and with the Canadian and Quebec Governments; on the national, through the National French Contest, National French Week, the work of our commissions, our Web site and materials center resources, our publications, *The French Review* and the *AATF National Bulletin*, and the *Société honoraire de français*; and the local or individual French teacher, through such programs as the Summer Scholarship Programs, Outstanding High School Senior in French Awards, and Dorothy S. Ludwig Excellence in Teaching Awards, and our initiatives: AATF *Tête à Tête*, AATF Advocacy Initiative, and the AATF Book Club. If you reflect on the work of the AATF, I think you can see that the goal is to reach the individual French teacher and to provide opportunities that open up even more possibilities for teachers, their programs, and their students. We will continue to respond to our mission. *En avant!*

Margot M. Steinhart

Margot M. Steinhart
President
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**AATF IN QUEBEC
JULY 7-10, 2005**

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous souhaite à toutes et à tous mes meilleurs vœux pour une heureuse et prospère année 2005 et vous invite à venir nombreux au congrès de Québec, du 7 au 10 juillet. Les préparatifs avancent bien. Nous aurons un programme bien rempli et de très haute qualité, ainsi que des activités et excursions culturelles en parallèle. La fiche d'inscription et les détails concernant ces activités seront publiés dans le *National Bulletin* du mois d'avril et seront affichés sur le site web dès que possible.

Comme nous l'avons fait remarquer dans un dernier numéro, nous regrettons le départ de mon assistante April Walsh qui a pris la retraite après avoir travaillé pour l'AATF depuis bien des années. Puisqu'elle est membre à vie de l'association, elle ne disparaîtra pas mais pourra maintenant participer aux activités de l'association sans se soucier de responsabilités administratives. Je suis très heureuse d'annoncer l'arrivée de Darla Macaluso qui a commencé le 20 décembre. Darla n'est pas spécialiste de français mais est une francophile convaincue qui cherche à profiter de toute occasion pour entendre et parler français. Elle attend avec impatience le congrès de Québec.

Les membres de l'AATF étaient fiers d'avoir pu souhaiter la bienvenue au récent congrès d'ACTFL à Son Excellence Jean-David Levitte, Ambassadeur de France aux USA. M. Levitte s'intéresse à l'enseignement du français aux États-Unis et apprécie les efforts des professeurs à tous les niveaux. Il a donné le discours d'ouverture (vous pouvez lire son discours sur le site de l'Ambassade), et le public, composé de professeurs de toutes les langues, lui a accordé une ovation rarement vue dans les congrès de professeurs.

J'ai fait partie de la délégation qui a accompagné M. Levitte lors de son arrivée au congrès d'ACTFL. Par la suite, il a pris le temps de s'adresser aux membres de l'AATF, réunis à l'occasion d'une session animée par la Présidente Margot Steinhart. Après la séance d'ouverture, Margot et moi avons déjeuné avec l'Ambassadeur et les représentants d'ACTFL. Il est clair que rien ne peut remplacer notre action individuelle dans nos écoles et dans nos villes, mais les professeurs ont la chance d'avoir le soutien du gouvernement français. M. Levitte et son équipe du Service culturel se rendent compte de l'importance du travail que nous faisons pour la promotion du français, pour créer de nouveaux francophones et francophiles et pour avancer la compréhension et l'appréciation du monde francophone. Nous les

remercions très sincèrement.

Nous vous rappelons que si vous n'avez pas encore réglé votre cotisation pour 2005, c'est le moment, surtout si vos élèves veulent participer au Grand Concours. L'adhésion à l'AATF vous permet de profiter de nombreuses activités organisées par l'AATF. Dans les mois à venir, nous vous proposons de: (1) présenter la candidature d'un(e) collègue pour l'AATF *Dorothy Ludwig Excellence in Teaching Award* (1^{er} février); (2) présenter votre candidature pour une bourse de l'AATF pour un programme de formation professionnelle au Québec, en Belgique ou en France (1^{er} mars); (3) faire participer vos élèves dans le Grand Concours (3-22 mars); (4) nommer votre meilleur élève en terminale pour l'AATF *Outstanding High School Senior in French Award* (voir page 46); (5) commencer un nouveau chapitre de la Société honoraire du français (voir page 5); (6) participer au *Book Club* (voir page 7); (7) faire participer vos élèves du primaire au *FLES* Poster Contest* (voir page 27); (8) présenter un projet pour une bourse *AATF Small Grant* (1^{er} mars) ou *National French Week Grant* (15 juin); (9) planifier déjà votre participation au congrès de Québec (7-10 juillet); (10) participer au programme *Tête à Tête* où vous pouvez collaborer avec un(e) collègue pour parler des difficultés de la vie professionnelle ou des questions de langue et de culture (voir page 9).

En plus des activités et programmes organisés par l'AATF, vous trouverez dans les pages du *National Bulletin* des annonces de concours, de stages ou de rencontres organisés par nos chapitres, par nos partenaires que sont le Service culturel, les Délégations du Québec, les Alliances françaises et les autres associations de professeurs de langues.

Je vous conseille d'être vigilants en ce qui concerne la santé et l'avenir des programmes de français. Notre Vice-Président "Tennessee Bob" Peckham avec le concours de la Commission pour la Promotion du français et les représentants nommés par les chapitres travaillent pour réunir la documentation et les chiffres et arguments nécessaires (Advocacy Depot, voir page 5) pour permettre à tous ceux dont les programmes sont menacés de faire face aux administrateurs et aux décideurs qui contrôlent le destin de leur programme.

Si vous avez des commentaires ou suggestions n'hésitez pas à m'en faire part ou à les communiquer à vos représentants élus (voir pages 11-12).

Jayne Abrate
Secrétaire générale

LES NOUVELLES DES SERVICES CULTURELS DE L'AMBASSADE DE FRANCE

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

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AATF LAUNCHES "ADVOCACY DEPOT" YOUR FRENCH PROGRAM IS WORTH SAVING

An Advocacy Workshop, under the direction of Vice-President "Tennessee Bob" Peckham, was held at North Park University in November just prior to the ACTFL Convention. Fifteen AATF members from eight states gathered to discuss the problems facing teachers, the differences between advocacy and promotion, and what each of us can do to formulate a comprehensive, multilevel plan for advocacy for French. The workshop title "Advocacy Depot: Building Tomorrow's Language Advocacy Centers with Lessons from Today's Crises," speaks for itself. However, the work leading up to the session and the overall vision belong primarily to Tennessee Bob, our *chef de bataille*.

President Margot Steinhart introduced T-Bob and put forth several reasons why advocacy is necessary: a program is going to be eliminated or a qualified French teacher is not available. In order to keep French alive and well, advocacy is becoming more important. Participants discussed two major problem areas: dwindling enrollments and negative attitudes.

What are some of the challenges of declining enrollments? (1) assessing the future of graduate literature programs; (2) going beyond literature to attract majors; (3) encouraging vs. discouraging split majors; (4) dwindling enrollments in grades 5-8; (5) attracting students; (6) assessing the usefulness of French.

What are some of the negative attitudes that might thwart language teaching? (1) language as enrichment rather than core subject; (2) language as part of a gifted/ talented or special project; (3) language not part of a "school-to-work" curriculum; (4) languages and literatures as "high culture" subjects; (5) difficulty recruiting qualified teachers; (6) funding shortfalls; funding is presently based on literacy and numeracy; (7) relative difficulty of learning a language; (8) reduced contact hours; (9) global studies programs with no language requirement.

What is advocacy and how does it differ from promotion?

Promotion is advertising; we tell people what we want them to know about French. *La Semaine du français* is a prime example of this type of campaign. Those who are advocates respond to more fundamental problems at a program level—how to retain or increase necessary funding for a program; how to avoid cuts in requirements or to increase requirements, how to impact school board policies affecting languages.

Newly-elected Vice-President Barbara Ransford described her personal battle with

the Arkansas legislature when, during her tenure as AATF Chapter President, a Senator proposed Spanish as the primary foreign language in the state. Ransford related her scramble to round up a coalition of colleagues who could testify about the importance of many languages and thus prevent the bill from being passed. Ransford stressed the need to be vigilant, to watch which way the politicians are leaning, and to put together a defensive team before they are needed. "Don't sit back!" she urged members. "Know your clientele and be vocal."

Joyce Beckwith, Co-Chair of the Commission for the Promotion of French, gave a brief history of the Commission's activities. She talked about materials, time-lines, recommendations for National French Week, and other initiatives of the Commission. The other Co-Chair, Jacqueline Thomas, took a more entrepreneurial approach by introducing the business model "SWOT—Strengths, Weaknesses, Opportunities, and Threats." She asked attendees not only to concentrate on what they are doing well and what advantages they may have but also to identify what they need to build on and what opportunities they have not yet explored. What threats can be turned into "blessings in disguise."

Vice-President Brenda Benzin then discussed the results of the "Survey on the State of French in Western New York's Schools," the purpose of which was to strengthen advocacy for the French language and for Francophone cultures. She reported that over 30 teachers felt that their programs were being threatened. The Commission on High Schools, which she chairs, had developed a flyer for guidance counselors and administrators on the importance of studying French.

Teachers who promote French and teachers who advocate for French need to work together, and often their efforts will overlap. They need to build their own resources: (1) find local business people who promote languages in their business; (2) outline French moments in American and local history; (3) locate well-known people in your state/community who speak French; (4) profile the local school districts and colleges/universities in your area; and (5) use available resources such as the French Embassy or Consulates, Invest in France Agency, *Alliances françaises*, French-American Chamber of Commerce, world trade organizations, etc.

"Tennessee Bob" closed out the session with many ideas for chapters on how to mobilize their troops at the grassroots

level. He showed templates of "New York Needs French/Tennessee Needs French" and encouraged local advocates to begin to gather information on the status of French in their state for their own "state Web page." He also needs stories of advocacy projects—those which have worked as well as those which have not—to document and pass on to others. For assistance or to share your story, contact [bobp@utm.edu]. Check out the AATF Web site for updates.

After lunch, the participants visited the computer lab at North Park University to look for useful Web sites. They also listened to remarks from J. David Edwards, Executive Director of the Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS), and AATF Executive Director Jayne Abrate, newly-elected President of the 60-member lobbying and language policy association. Dr. Edwards provided an update on legislation pending in Congress and the status of language programs in a variety of government agencies.

The Advocacy Depot workshop will be repeated at the AATF Convention in Quebec, and the Promotion Commission will also offer a "Swap Shop" of ideas that work. Until then, "*Aux armes, citoyens!*"

Joyce Beckwith
Anne Hebert

SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

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

SEEKING NOMINATIONS FOR PRESIDENT-ELECT

We are asking all of you to think about the position of AATF President-Elect and to send nominations for this position to the Nominating Committee Chair.

The President-Elect: there is no job description of the President-Elect however, the President-Elect will become President of the Association after serving one year in the position of President-Elect. During that time the President-Elect will work closely with the President, thus learning the job. The description of the duties of the President follows: "The President shall be responsible for the administration of the Association. He or she shall seek to increase membership with the assistance of the Regional Representatives, keep the members of the Association posted on its progress and needs, and propose new activities which might promote the interests of the Association. The President shall call an annual meeting and arrange for the program."

Nominees for the position of President-Elect must have previously served in some capacity on the national Executive Council of the AATF and should have made significant contributions to the AATF at all levels and should possess strong leadership qualities as well as qualities that would make that person an outstanding representative of all teachers of French in the U.S. when working with representatives of governments of French-speaking countries or of our own government. A list of past Executive Council members is in the archives, located on the AATF Web site at [www.frenchteachers.org].

The term of office of the President-Elect begins on January 1. The President-Elect serves one year in that position before becoming President for a single term of three years after which the President becomes Immediate Past-President and remains in that position for one year.

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position that will be vacant as of December 31, 2005. The term of office will begin on January 1, 2006 and run for the length of time as explained above. Send your nominations to: Jane Black Goepper, Nominating Committee Chair and Editor of the *AATF National Bulletin*, 2324 Park Avenue, Apt. 34, Cincinnati OH 45206; e-mail: [jbg@fuse.net]; telephone: (513) 861-6928 by no later than **March 1, 2005**. The committee will present a slate of two candidates and an alternate for this position to the Executive Council for its consideration at the Annual Meeting in Quebec City in July. In addition, we would ask you to encourage chapter presidents and other colleagues to submit nomina-

tions. Feel free to share this communication with other AATF members.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office for which they are nominated. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2005. The CV should stress the work of the person with AATF as well as other language-related organizations. It shall be limited to no more than five (5) typewritten pages in length. If additional information is required, the committee will request it. While publications and career paths are important they should not be the primary focus of the CV.

Should you have any further questions, please address them to Jane Black Goepper at the coordinates given above. The nominating committee includes Brenda Benzin, Vice President and Barbara Ransford, Vice President.

PEN PAL & PLACEMENT BUREAUX

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.

The AATF also 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 on either of these services, contact AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; Fax: (618) 453-5733.

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],

GET ON THE BANDWAGON AND JOIN THE AATF BOOK CLUB!

So many of us get bogged down with the nitty gritty of lesson planning, grading papers, etc. that we forget to nourish our minds and our souls. One of the great attractions that brought us to be French teachers was a love of culture and literature. We want our students to make reading an important part of their education and we also need to continue to make reading a lifelong pleasure. Being able to discuss a work with colleagues, and exchange ideas will encourage us to go back to the source of our fascination with French culture and language. We will have Book Discussion groups on the suggested Quebec works on Myrna's list at the AATF Convention in Quebec City in July. You may want to hold Chapter meetings around a discussion of these works as well.

I have chosen Gabrielle Roy's *Cet été qui chantait** as the first work to encounter. One can say that Roy is the *grande dame des lettres québécoises*. She was the first Canadian to win the coveted Femina Prize. What better way to approach the literature of Quebec than to know her work? Roy is easy to read and easy to teach. She writes in a simple and pure style, and yet her work expresses deeply philosophical thoughts that provide food for reflection. Most of her works consist of a series of chapters that can be read independently but which are organically linked to form an artistic whole. This work can be taught at all levels.

Why not order *Cet été qui chantait* in honor of the New Year as a resolution to keep our intellects fresh and our lives more enjoyable? Here are some questions on this work for reflection:

How are the Quebec countryside and Quebec life reflected in this work?

What are some of the philosophical thoughts expressed, such as in the Chapters *La Nuit des lucioles*, *l'Enfant morte*, and *Les Frères-arbres*, or others?

What are some of the symbols and images that add to the poetic beauty of this work? Think of these and others: the wooden swing; the railroad; M. Émile's *gaffe*, water, fireflies, birds....

How does Roy create the settings of this work? Reveal the passages that show her love of nature. How does she use the play of light and sound?

What role does the narrator play in this work? Is she really Roy herself?

Bonne lecture à tous et à toutes!

Myrna Delson-Karan
Region I Representative
Fordham University (NY)

*For an analysis of this work, see the following sources:

Myrna Delson-Karan, "Ode à la terre et à

la vie: *Cet été qui chantait* de Gabrielle Roy," *The French Review*, Vol. 71, No. 6 (May, 1998), 961-970. (This article can be found on the AATF Web site.)

Jean-Ethier Blais, "Comme si la terre elle-même écrivait son histoire," *Le Devoir*, November 11, 1972, p. 16.

You may purchase this book from Exportlivre: [order@exportlivre.com]. Just mention you are an AATF member to get a 10% discount. Contact persons: Colette Dupuis and Thomas Déri: Tel. (450) 671-3888; Fax: (450) 671-2121.

CONCOURS FIPF ÉDITION 2005: CORRESPONDANCES DE CLASSES

Dans le cadre de la Semaine de la Francophonie, la Fédération internationale des professeurs de français (FIPF) organise un concours international, s'adressant à tous les établissements privés et publics, aux élèves de 10 à 18 ans, et à leur enseignant de français dans le monde entier (y compris en France). Les deux classes impliquées dans l'échange doivent participer ensemble au concours.

Le but du concours est d'établir une correspondance régulière (soit papier, soit par courrier électronique) en français, avec une autre classe d'un autre pays que le sien. Les élèves doivent rédiger eux-mêmes les lettres ou messages, ou participer à la rédaction collective (en groupes ou en classe entière) de ces courriers.

Le projet doit avoir pour thème la découverte de l'autre à travers sa diversité. Les échanges pourront porter par exemple sur la vie quotidienne des élèves, leur famille, leurs distractions, leurs centres d'intérêt, leurs goûts musicaux, etc.

Calendrier: (a) date limite d'envoi des dossiers: 10 mars 2005; (b) période de sélection des dossiers: 15 mars 2004; (c) annonce des résultats en ligne sur le site de la FIPF [www.fipf.org] durant la Semaine de la Francophonie.

Prix: Livres et cadeaux pour les classes lauréates, offerts par nos partenaires.

Règlement et inscription en ligne: [www.fipf.org/concours2005.htm]

Pour trouver des correspondants: Correspondances de classes: [www.fipf.org/echanges.php].

Adresse d'envoi: FIPF au CIEP, Concours correspondances de classes 2005, 1 avenue Léon Journault, 92318 Sèvres Cedex, France; Mél: [correspondances2005@fipf.org].

REGIONAL REPORTS

Region V (Southeast)

Five chapters in Region V have shared their news. We regret that more chapters did not respond. Of those who responded, all indicated increased participation in the *Grand Concours* 2004. In Florida there were 14 students who won first place gold medals, while North Carolina had 25 students who received gold medals. Congratulations to the chapters and to these winners!

An important connection with the *Alliance française* is being encouraged in South Carolina. Another important connection, in North Carolina, is with the Burke Arts Council. This type of collaboration can be very useful in promoting in French.

The reporting chapters have all been involved planning activities for *la Semaine du Français* as well as for the upcoming Year of Languages.

Danielle Raquidel

Region V Representative

Region VI (Centre-Est)

Five chapters in Region VI have reported their news. In all chapters the major activities of the academic year are the *Grand Concours* and the *Semaine du Français*. The chapters find different ways in which the members can come together to speak French and to share the joy of being teachers of French. A number of these get-togethers have quite a long history.

The Detroit Chapter is in its 21st year of a weekend immersion camp, while the Indiana Chapter will hold its 4th annual day trip to the Quebec Winter Carnival.

The Kentucky Chapter holds regional Foreign Language Festivals throughout the state. The winners in a wide variety of categories then go on to the Kentucky State Foreign Language Festival, held at the University of Kentucky. 2004 marked the 30th annual state festival.

The Ohio Chapter's fall meeting is typically an immersion weekend or day held at a state park or on one of the many college campuses in the state.

The Northwest Indiana Chapter holds a monthly *soirée d'immersion* throughout the academic year, hosted by different chapter members. This event allows the teachers to come together to speak French and to exchange ideas because many of these teachers are isolated as the only teacher of French in their schools.

Several chapters have Web sites or are in the process of developing one in order to better serve their members.

Submitted by

Jane Black Goepper

Editor, *National Bulletin*

ANNUAL CONVENTION IN QUEBEC CITY

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

Hotel Information

The convention will take place at the Quebec 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 Quebec. Reservations may be made by contacting the Hilton by telephone at 1-800-445-8667 or on-line at [www.hilton.com]. In both cases, the Block Code Name: AME must be given in order to obtain the convention rate. Reservations must be made no later than **June 6, 2005**.

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 Quebec authors (organized by Myrna Delson-Karan). A special contest is being organized for graduate student presenters. President Margot Steinhart is also exploring possible areas of collaboration with the Quebec *Ministères des relations internationales*.

Activities

In addition to the wonderful summer activities traditionally available in Quebec, we are working with a number of travel companies based in Quebec 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.

Credit

One again, attendees will be able to obtain one graduate credit for attending the convention through Webster University in St. Louis, MO. More information on registering and requirements will appear in the April *National Bulletin*.

Welcome Luncheon and Awards Banquet

Most of the time members will be on their own to enjoy the many wonderful restaurants in old Quebec, but two official meals will be organized. On the first day, following the opening session, members can gather for a Welcome Luncheon where they will be seated by region in order to facilitate contacts between members from the same geographic area. The Welcome Luncheon will be hosted by the Regional Representatives, and we encourage as many chapter officers as possible to attend. On the third evening, members may choose to attend the Awards Banquet where all those who have been honored by the AATF will be recognized, including Outstanding Teachers, National French Contest Administrators, new Honorary Members, and special guests.

Roommate list

As we have in the past, we will provide a roommate list to those who request one. This allows members who want to split the cost of a hotel room and find a colleague with whom to share the convention experience to locate a like-minded member. We will also try to find ways to facilitate members making contact in Montreal to travel by bus or train to Quebec City.

Watch the Web site for periodic updates; final information and registration materials will appear in the April *National Bulletin*.

AATF SEEKS TELEMATICS COMMISSION CHAIR

The AATF is currently looking for a volunteer to serve as Chair of the AATF Commission on Telematics and New Technologies. The person chosen needs to have experience creating and maintaining a Web site, must be familiar with Microsoft Front Page, and should have experience conducting workshops for teachers. He or she must be an AATF member and be at ease with technical terminology in French. Experience with e-commerce, interactive Web sites, discussion groups and listservs is desirable.

The Commission Chair should be committed to recruiting and organizing other member volunteers to create pedagogical and promotional materials for the AATF Web site. He or she should be willing to provide advice and assistance to chapters and commissions who wish to create their own Web sites or Web materials. He or she should be willing to work with Commission members to organize training workshops for AATF members.

The Commission Chair will work with the Executive Director to develop material for the AATF Web site, but he or she is not expected to serve as Webmaster. Members interested in this position should send a letter of interest detailing their technical experience and a current CV to AATF Headquarters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; E-mail: [abrate@siu.edu].

2005 MLA BOOK PRIZES

The MLA has announced a number of book prizes to be awarded in 2005 for books published in 2004. For more information on requirements and application procedures, contact the MLA Office of Special Projects, tel: (646) 576-5141; e-mail: [awards@mla.org].

Prizes requiring MLA membership

MLA Prize for a First Book. Deadline: April 1, 2005

James Russell Lowell Prize for a literary or linguistic study or a critical biography. Deadline: May 1, 2005

Aldo and Jeanne Scaglione Prize for Comparative Literary Studies for a work in comparative literary studies involving at least two literatures. Deadline: May 1, 2005.

Aldo and Jeanne Scaglione Prize for French or Francophone Studies for a scholarly work in French or Francophone linguistic or literary studies. Deadline: May 1, 2005.

Prizes open to members and nonmembers of the MLA

MLA Prize for Independent Scholars. Deadline: May 1, 2005

Kenneth W. Mildener Prize for a book in the field of language, culture, literacy, or literature with application to the teaching of languages other than English. Deadline: May 1, 2005

Morton N. Cohen Award for a Distinguished Edition of Letters (one volume must have been published in 2003 or 2004). Deadline: May 1, 2005.

Aldo and Jeanne Scaglione Prize for a Translation of a Scholarly Study of Literature (books published in 2003 or 2004) for a translation into English of a book-length work of literary history, literary criticism, philology, or literary theory. Deadline: May 1, 2005).

MLA Prize for a Distinguished Scholarly Edition (one volume must have been published in 2003 or 2004). Deadline: May 1, 2005.

Lois Roth Award for a Translation of a Literary Work (translations published in 2004) for a translation into English of a book-length literary work. Deadline: April 1, 2005.



TÊTE À TÊTE

In this issue of the *National Bulletin* you will see an announcement with information about the *Tête à Tête* teacher-to-teacher mentoring program. You are invited to contact our national coordinators, Diana Regan and Jo Ellen Sandburg, to become part of the project. They will put you in touch with a colleague with whom you can share ideas or from whom you can ask for advice or help if you feel in need of it. The Commission on Articulation has begun this initiative in an effort to improve communication among French teachers and enable collegial sharing. Our goals are multiple: to offer assistance to teachers who are new in the profession and would like a more experienced teacher who can serve as a mentor; to provide a colleague for those teachers who may be the only French teacher in the school

or district and need someone to talk to; to create partnerships for teachers to discuss ideas as well as to support and learn from each other. Even if you don't feel like you need a mentor, you might like someone who has special knowledge in a certain area—such as technology or task-based assessment, for example—to share his/her expertise with you. We want to address all these kinds of concerns with the *Tête à Tête*.

As President Margot Steinhart states in her message in this issue, this initiative is for all teachers in levels K-16. Collegial work should cut across levels, and we all learn from each other. One of the best ways to create articulation, both vertical and horizontal, is to share ideas and plans. In order to align our programs we must com-

municate what we are doing among colleagues at all levels. That is the reason that this initiative comes under the mission of the Articulation Commission.

We have already had positive response to the *Tête à Tête* project following the announcements that were in the September issue of the *Bulletin*, from individuals who wanted to serve as mentors, who wanted mentors, or who liked the idea and wanted to become involved in some way. We now need to broaden our base. We want to hear from all of you who want to be mentors, who feel you have particular expertise in a specific area or who would just like to talk over ideas, plans, and projects with colleagues. Please consider ways in which you can participate in the program. In what areas can you offer expertise or in which areas might you like some help? What would you like to discuss with a colleague? Each chapter has been asked to designate a Mentoring Coordinator who will help to coordinate recruiting and pairing of individuals on the chapter level. If your chapter has not already selected someone, please do so and send the name to your Regional Representative, who will pass it on to the *Tête à Tête* coordinators. They will try to pair people by geographical regions and by special interests.

Tell your colleagues who may not be current members of AATF about the project as well. Inviting them to participate will enable them to collaborate and introduce them to the work of the AATF. If we all work together and support each other, we can strengthen our programs and advance our mission of teaching French and Francophone culture.

Diana Regan
[mme.regan@verizon.net]
Jo Ellen Sandburg
[sandburg@msn.com]

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.

A member who takes advantage of AATF's 3-for-1 membership promotion and recruits three new AATF members will be eligible to receive 15 free test booklets for the 2005 *Concours* AND will have their AATF membership paid for one year!

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

PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

French By the Numbers

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

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

French is Not a "Foreign" Language

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

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

Why Learn French

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

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

Speaking French: an investment in the future

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

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

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

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

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

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

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

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



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

*Prices as of 1/1/05

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

TOTAL ENCLOSED _____

Name _____ **Telephone (day)** _____

Address _____

2005 AATF EXECUTIVE COUNCIL



Margot M. Steinhart (Ph.D. Northwestern), President, is Adjunct Lecturer at Northwestern University (IL). She has served as AATF Vice-President (two terms), as Review Editor for the *French Review*, and Chicago Chapter President. She holds the rank of *Officier dans l'Ordre des Palmes académiques*. She is the 2002 recipient of the AATF Dorothy S. Ludwig Excellence in Teaching Award (Secondary). E-mail: [m.steinhart@sbcglobal.net]

Jayne Abrate (Ph.D. Purdue), Executive Director since 1997, taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, *Québécois* culture and literature, and the use of technology and the World Wide Web in the French classroom. She has served as an AP reader and consultant. She is a *Chevalier dans l'Ordre des Palmes académiques* and a *Chevalier dans l'Ordre des Arts et des Lettres*. E-mail: [abrater@siu.edu]



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

Vice-President, **Robert "Tennessee Bob" Peckham**, has degrees in French from Randolph-Macon College (BA), Middlebury College (MA), the University of Pittsburgh (Ph.D.), and teaching experience from public, private and government secondary schools and colleges. A long-time member of the AATF Commission on Telematics and New Technology, he is currently Professor of French, Director of the Muriel Tomlinson Language Resource Center, and the Globe-Gate Web Project at the University of Tennessee-Martin. E-mail: [bobp@utm.edu]



Newly-elected Vice-President **Barbara Ransford** taught French in suburban Detroit before coming to Camden Fairview High School and Middle School (AR) where she has taught for 20 years. She has been active as the chair of the Southwest Arkansas FL Alliance, is a past president of the AFLTA, and is serving her third term as AATF chapter President. She is also involved locally as a

mentoring teacher and as a leader of student exchange and travel programs. She has received a study grant to Strasbourg and an NEH grant to study French poetry. E-mail: [bpransford@hotmail.com]

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



Sharon Shelly (Ph.D. Harvard) teaches French and Linguistics at the College of Wooster (OH). She earned a B.A. in French and Music at Case Western Reserve University and an M.A. in French at the University of North Carolina at Chapel Hill. Her scholarly interests include the structure and history of the French language; French and Francophone language policies; and foreign language pedagogy. E-mail: [sshelly@wooster.edu]

Jane Black Goepper, Editor of the *National Bulletin* for 20 years, has taught French at the high school and university levels. She has taught literature, civilization, foreign language methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and cooperating teacher for student teachers. She has written articles on teaching methodology and is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [jbg@fuse.net]



Lisa Narug, newly appointed Director of the National French Contest, has been involved with *Le Grand Concours* since 1991 when she "temporarily" filled in as National Chair of Awards. In addition, she has served as National Chair for Computer Operations and Assistant Director for *Le Grand Concours*. She has a degree from the University of Illinois, and she worked at AATF National Headquarters for 6 years. Since leaving the AATF, she has worked at various non-profit associations. E-mail: [nfc@highstream.net]

Myrna Delson-Karan (Ph.D. NY University), Region I (Metropolitan New York) Representative, re-elected to a second term, served for many years as the Education *attachée* for the government of Quebec in New York City. She now teaches at Fordham University. She received the ACTFL Nelson Brooks Award for Teaching Culture (2000) and is a *Commandeur dans l'Ordre des Palmes*



académiques and received the *Ordre des Francophones d'Amérique*. She is a specialist on *Québécois* author Gabrielle Roy. E-mail: [delsonkaran@yahoo.com]

Jean-Pierre Berwald (Ph.D. Ohio State), Region II (New England) Representative, is Professor of French at the University of Massachusetts, Amherst. He has served as Chapter President, as President of MaFLA, as an AP reader, and was the recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture (1991) and the MaFLA Distinguished Service Award (1998). E-mail: [berwald@frital.umass.edu]



David Graham, Region III (New York State) Representative, has taught all levels of Spanish and French and served as district language supervisor in the schools of Plainview, NY. He is a Past-President and Québec Scholarships Chairperson of the New York State Association of Foreign Language Teachers. David is currently President of the Pays du Nord AATF Chapter and has served as AATF delegate to the ACTFL National Standards Project. E-mail: [davidg8809@aol.com]

Alice Cataldi, new Region IV Representative, was born in Israel of Armenian parents, Alice grew up in a multicultural environment that has left its mark. French was spoken at home and at the *Pensionnat Saint Joseph*. She received degrees from the College of Saint Rose, at the University of Connecticut. She participated in summer study in Nancy, in Vichy, and at LSU. She has taught at the high school and university levels and has served as chapter president. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [acataldi@udel.edu]



Danielle Raquidel (Ph.D. University of Cincinnati), Region V (South Atlantic) Representative, is Associate Professor of French at the University of South Carolina, Spartanburg. She is a native of Venezuela and has studied in France at the *Université de Lyon*. She has received numerous awards and fellowships and is a member of SCFLTA and ALDEEU. E-mail: [draq@uscs.edu]

Randa Duvick (Ph.D. University of Chicago), newly-elected Region VI (East Central) Representative, has been at Valparaiso University since 1986. She has taught French courses at all levels and chaired the Department of Foreign Languages and Literatures as well as an interdisciplinary major. She has written and presented on topics, such as 19th-century literature, interdisciplinary collaborations, and the history of a French-Canadian fur trader in the Upper Midwest. She has helped



organize teacher workshops and high-school student French Days at Valparaiso University. E-mail: [rduvick@valpo.edu].

Ann Sunderland, in her second term as Region VII (West Central) Representative, has taught at Truman High School (MO) for more than 20 years. She recently completed a two-year term as President of the Foreign Language Association of Missouri and has also served as its Vice-President and Conference Chair. Ann is especially interested in *la Francophonie* and has received fellowships to Morocco, Senegal, and the islands of the Indian Ocean. E-mail: [mmesunderland@sbcglobal.net]



Jacqueline Thomas, (Ph.D. Texas A&M University) newly-elected Region VIII (Southwest) Representative, is a Regents Professor of French at Texas A&M University-Kingsville where she has taught since 1982. She is the author of the testing programs that accompany *Rendez-vous*, *Vis-a-Vis*, and *Débuts*. She has been President and Vice-President of both the Central Texas AATF Chapter and the *Alliance française de Corpus Christi*. She regularly organizes summer camps for high school teachers,

high school students, and younger learners, and has recently become an AP reader. She has also served as Co-chair of the Commission for the Promotion of French. E-mail: [j-thomas@tamuk.edu]

Suzanne Hendrickson (Ph.D. Washington University), Region IX (Pacific) Representative, is Lecturer, TA Supervisor, and Coordinator of lower-division French at Arizona State University. She has served as President of the Arizona AATF Chapter and has been active in a number of professional organizations, the state foreign language standards project, and has directed several study abroad programs at ASU. E-mail: [sue.hendrickson@asu.edu]





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

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

Branchons-nous...

Agissons...

Fêtons ensemble!

du 2 au 8 novembre 2005

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

Consultez le *National Bulletin* et le site Web de l'AATF

[www.frenchteachers.org] pour d'autres renseignements.

AATF SEEKING NOMINATIONS FOR VICE PRESIDENT

The Nominating Committee is asking all AATF members to think about the position of AATF Vice-President and to send nominations for this position to the Nominating Committee Chair.

The duties of AATF Vice-Presidents are as follow: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." This is the statement that appears in the constitution. Further explanations have been developed as follow:

Duties of AATF Vice-Presidents:

To serve and assist at the discretion of the President:

by attending executive council meetings;

by attending the full annual conference of the AATF;

through excellent communication skills;

through designated areas of focus germane to the concerns of the AATF;

To support and promote the mission of the AATF [www.frenchteachers.org/hq/aatfmiss.htm].

To facilitate program development by supporting permanent concerns of the AATF:

promotion and advocacy;

recruitment;

leadership development.

Additional areas of focus could include, but are not limited to:

development of materials centers;

development of resource packets;

development of web sites;

inter-commission liaison;

grants and scholarships;

workshops and other presentations;

support of commission projects as needed;

correspondence with allies (local politicians, PTO, business executives, etc.);

To initiate one or more special projects based on individual's area of interest and expertise as it meets with the AATF's mission and focus.

To submit an annual written progress report to the President.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the Chapter level as well as in their region or even on the national level and should possess leadership qualities.

The term of office of the Vice-President and the President-Elect begins on January 1. The Vice-President is "limited to two consecutive terms of three years or one term if

over a year has been served just previously in filling a vacancy."

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position that will be vacant as of December 31, 2005. The term of office will begin on January 1, 2006 and run for three years, renewable for another three years.

Send your nominations to: Jane Black Goepper, Nominating Committee Chair and Editor of the AATF National Bulletin, 2324 Park Avenue, Apt. 34, Cincinnati OH 45206; e-mail: [jbg@fuse.net]; telephone: (513) 861-6928 by no later than **March 1, 2005**.

The committee will present a slate of two candidates and an alternate for this position to the Executive Council for its consideration at the Annual Meeting in Quebec City in July. In addition, we would ask you to encourage chapter presidents and other colleagues to submit nominations. Feel free to share this communication with all members.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, **March 1, 2005**. The CV should stress the work of the person with AATF as well as other language-related organizations. It shall be limited to no more than five (5) typewritten pages in length. If additional information is required, the committee will request it. While publications and career paths are important they should not be the primary focus of the CV.

Should you have any further questions, please address them to Jane Black Goepper at the coordinates given above. The nominating committee includes Brenda Benzin, Vice-President and Barbara Ransford, Vice-President.

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. 40)
- Promotional Flyers (p. 10)
- Other Promotional Items (p. 44)

FRANCOPHONIE 2004

En février 2004, un certain nombre d'organismes et d'individus ont fait paraître ensemble une brochure d'une vingtaine de pages annonçant les différents événements organisés pour célébrer la Semaine de la Francophonie en Louisiane. Margaret Marshall, membre de l'AATF, a fait une demande de subvention auprès du chapitre AATF de Louisiane et du bureau national de l'AATF. Grâce à cette subvention, une partie des fonds nécessaires pour payer la publication de cette brochure a été mise à notre disposition.

Tout avait commencé dans le courant du mois d'octobre 2003 par une initiative de Brigitte Goman, Directrice de l'Alliance Française de La Nouvelle-Orléans. Sous son impulsion, plusieurs représentants d'organismes francophones louisianaises et un certain nombre de professeurs d'université se sont retrouvés pour discuter et lancer l'idée d'un projet commun dans lequel chaque organisme apporterait d'une part son soutien et d'autre part sa participation. Comme chacun prévoyait de son côté d'organiser un événement Francophonie 2004, il fut décidé que pour la première année, il serait plus simple de faire paraître un petit livret répertoriant chacun de ces événements avec l'espoir que dans les années à venir un projet commun et simultanément voit le jour.

Les coûts d'impression d'une brochure d'une vingtaine de pages étant prohibitifs, il fallait donc trouver des fonds afin de couvrir au maximum les frais car, bien entendu, personne ne pouvait assurer seul la production de ce livret. De fil en aiguille et de subvention en subvention dont celles de l'AATF et du Chapitre de Louisiane, nous sommes arrivés à faire imprimer 3000 petits catalogues qui ont pu être distribués dans tout l'état de Louisiane surtout dans les écoles et à tous les professeurs de français réunis pour le congrès annuel de la *Louisiana Foreign Language Teachers' Association*. Ces brochures ont été très bien accueillies. Nous espérons pouvoir recommencer l'expérience l'année prochaine et nous devons nous réunir très bientôt pour arrêter les modalités de Francophonie 2005 en Louisiane.

Nous tenons cependant à remercier encore une fois l'AATF et le Chapitre de Louisiane pour leur soutien dans ce projet. Leur participation nous a permis de réaliser un projet commun et de travailler ensemble à la promotion du français en Louisiane.

Margaret Marshall
Southeastern Louisiana University
[mmarshall@selu.edu]

MILWAUKEE? JE CROIS QUE OUI!

Don't miss the 2006 AATF Convention to be held in this up-and-coming city, founded by the French in 1818 on the shores of beautiful Lake Michigan. Milwaukee's central location, easy accessibility, pleasant summer climate, and rich array of attractions make it a perfect July destination.

MILWAUKEE, LE DERNIER CRI:

Santiago Calatrava's stunning and award-winning addition to the Milwaukee Art Museum is but one of many innovations that have contributed to "le renouveau de Milwaukee autour d'une vie culturelle bien plus riche et diversifiée" as praised in a recent article in *Le Monde* (11/3/04). French is alive and well in this city, as evidenced by a large Francophile community, a successful French Immersion School, and a dynamic chapter of the *Alliance française* that has just been chosen to serve as the organization's national headquarters.

MILWAUKEE, POUR LA FAMILLE:

Consider combining a family vacation with the convention. In addition to fun lakefront activities (e.g., beaches, boating, kite-flying, the Betty Brinn children's museum, non-stop music festivals, etc...), Milwaukee boasts a new major league baseball stadium, Harley-Davidson tours, an award-winning zoo, an IMAX theater, miles of bike trails, top-notch golf courses, fine cuisine, and so much more, including a long-standing reputation for warm hospitality (and, *bien sûr*, cold beer!):

**NOUS SERONS TOUS BIEN ACCUEILLIS
EN 2006 À MILWAUKEE!**

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

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.

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], 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!

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 2-8, 2005**

*Take French out of the
classroom and into the
community!*

PAULETTE FOULEM: CREATIVITY IN MOTION

Acadian born artist Paulette Foulem grew up in Caraquet, New Brunswick, named “the most authentic historical village” in North America. Small, slender, and lithe, Foulem is graced with an aura of energy. As an artist, that energy has served her well since she began drawing at the age of sixteen. Drawing, in fact, came so easily to Foulem that she assumed everyone could draw. Indeed, throughout her life, creative energy had constantly surrounded her. In her family, there had always been music and dancing. As a little girl, Foulem remembers turning the pages at the piano for her sister, then five years old, when she was only three. She drew energy not only from her immediate family but also from her Acadian roots, which provided her with courage and inner strength.

However, not all of Paulette Foulem’s sources of creative energy were joyful. Although she began drawing as a young girl, she did not begin painting until she was twenty-nine. Because she had tasted much more abundantly of life by the time she began to paint, she was naturally profoundly affected as a woman and as an artist by her experiences. The most dramatic event of her life was the accidental death of her eight-year-old daughter, Paula. Because this loss was so devastating and life-altering, Foulem wonders if perhaps her own talent for painting might have really been Paula’s creative energy that “boiled up” within her, rechanneled and longing to be revealed. In the end, however, Foulem does not believe that art comes from suffering, even after tragedy, but rather from a compelling need for self expression.

Foulem is also aware that her art itself gives her energy, drive, and creative power. Sometimes even before they have been completed, her individual works seem to take on identities of their own. When describing her interactive relationship with her artistic creations, she says, “I often struggle with the canvas; I argue with the canvas. I feel like a tool. I give the canvas energy, and it gives it back to me.” Foulem adds that when painting, it is as if she is engaged with a wheel, a wheel that just keeps rolling, demanding that she, in turn, must keep on learning. For her, this wheel, turning relentlessly, fills her generously with energy then drains it mercilessly from her. When depleted of energy, Foulem recharges her batteries by changing her routine, traveling, or accepting a new artistic challenge.

Although Paulette Foulem’s style and artistic expression are distinctively original, when she started painting in 1976, she was taught to copy nature. This training led her to notable success as a painter of land-

scapes and seascapes. In spite of the fact that she had enthusiastic buyers for her nature paintings, Foulem yearned for something more as an artist. As her creative endeavors evolved from reproducing nature to inventing her own shapes and forms, Foulem acknowledges the influence of certain mentors and teachers on the development of her technique.

Having begun her career as an oil painter, Foulem discovered pastels under the guidance of Claire Morin de Sainte-Hyacinthe in Quebec in 1989. In this same year, she “participated in professional de-



velopment workshops” with Frank Webb and Charles Movable, also in Quebec. In 1993, she perfected her techniques with pastels, studying with Dr. Robert Haye, the well-known portrait and pastel artist during a three-month apprenticeship at the *École Maurice Quentin de la Tour* in France. While painting and perfecting her art, Foulem opened a school for aspiring artists of all ages, *les Couleurs d’Acadie*, in her hometown of Caraquet. Although Foulem found teaching enormously rewarding, after six years, she decided to devote herself entirely to painting in pastels in 1995.

Continuing with pastels until 2003, when respiratory problems from using this medium forced her to abandon it, Foulem faced a difficult creative crisis. She had used pastels to create works that she cherished, works that had received awards and critical acclaim, yet in order to preserve her health, she had no choice but to give them up. During the painful transition between the end of her pastel period and the beginning of a new, but uncertain, chapter in her life,

perhaps propelled by the energy of frustration, Paulette Foulem embarked upon a new artistic venture—writing. Now well into her first novel, Foulem has found writing both natural and invigorating. In truth, however, this novice writer was already a veteran storyteller, enfolding stories into her paintings. From her earliest days as a professional artist, Foulem has encoded symbolic messages in her paintings, allowing viewers to read these messages through their own perceptions.

In addition to giving each painting its own individual story, Foulem has expanded these stories by developing themes through collections of paintings. Her first collection, *Acadie: Illusion ou Réalité*, is composed of twenty-two paintings that tell the story of the Acadians. Motivated by a passion for her heritage, this collection recounts the unique history of her people—their betrayal and displacement—through impressive images that combine “colors, movement, rhythms, and forms” that linger in the memory.

Whereas the theme of *Acadie: Illusion ou Réalité* was drawn from an inner source, Paulette Foulem’s second collection came exclusively from outside herself, at least in its inception. On her way to visit a friend in 1997, as she emerged from a Montreal metro station, Foulem encountered a bag lady whose face and demeanor were unforgettable. Engaging her in conversation, Foulem was fascinated by this woman’s character and circumstances. She became so caught up in her meeting with “Jennifer,” the beggar, that she forgot about visiting her friend. Mesmerized by Jennifer’s life, Foulem “went under cover,” dressed in old jeans, and carefully studied this bag lady and six of her friends for a period of weeks. The collection, *Ces femmes-là*, presents a visual narrative about Jennifer, her friends, Huguette, Desirée, and four others. The paintings open the street women’s closed worlds to viewers from other dimensions, enlightening these viewers with haunting insights.

After a first collection that evolved from her own heritage and a second that was inspired by a chance encounter on a city street, in her third collection, *Mots de Têtes*, Foulem bestowed concrete attributes on the elusive abstraction of words. Having relocated from New Brunswick to Paris in early 2000, Foulem brought to life the ten words selected “to celebrate International French Language Week,” in a series of ten paintings, one devoted to each individual word. As in her other collections, a story is told by each painting, a story that unlocks secrets or elucidates mysteries of the featured word.

The public is left to interpret the rich forms and figures with a personal twist evoked from universal symbols. *Mots de Têtes* was exhibited at the 2000 AATF Convention, held in conjunction with the *Congrès mondial de la Fédération internationale des Professeurs de Français*. The seventh painting in this collection, *Métis*, has been chosen by the AATF as its logo for the 2005 convention to be held in Quebec City, July 7-10.

The word *métis* is represented in Foulem's painting by five faces in varying shades of skin color, their bodies clothed in garments displaying an array of primary colors. The female figures are huddled together, with attention focused on the first, who lovingly cradles an infant in her arms. According to Foulem, "*Métis* deviendra le tableau phare de la collection. Apprécié des uns et discuté des autres, ce tableau ne laissera personne indifférent." She has described the connection between the word and the painting by saying,

Le mot *métis* m'a inspiré: cinq femmes, cinq continents. Diversité de couleurs des habitants de cette planète réunie et liée par la force tranquille de la maternité. L'éventail évoque la diversité, tel un arc-en-ciel, né du soleil et de la pluie, sources de la vie. Quelle meilleure occasion de déployer ma palette de couleurs et de formes suggérant l'union de tous les peuples vivant en harmonie?

Foulem continues to say, "J'ai voulu aussi suggérer une main ouverte accueillant le gardien protecteur des générations à venir." She adds, "Il est possible d'en faire d'autres lectures, à chacun son histoire, et le rêve de métissage, couleurs confondues, sera réalisé."

Still engaged in the ever-whirling motion of her artistic wheel, Paulette Foulem has completed a fourth collection, this one in her new medium of acrylics. With "colors, movement, rhythms, and forms" working together to define a different style and vision, this very original and innovative artist turns her wheel in a new direction, pushing forward toward expanding creative horizons.

Mary Jo Netherton

Morehead State University (KY)

Former Region VI Representative

The primary source for this article was an interview with Paulette Foulem on June 17, 2004 in Paris. Other sources of information include her Web site: [<http://monsie.wanadoo.fr/foulem-art-acadie.fr/>] and her brochure entitled *Paulette Foulem*.



His Excellency Jean-David Levitte, French Ambassador to the U.S., spoke at the opening general session of the American Council on the Teaching of Foreign Languages Conference in Chicago in November. His remarks may be viewed at [www.frenchculture.org]. The French Ambassador is shown here at the ACTFL Conference addressing French teachers during a session led by AATF President Margot M. Steinhart.

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 23 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.

REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of aNotify the AATF or send an e-mail to [ahanson@siu.edu], AND send any address changes for *Le Français dans le monde* to [fdlm@vuef.fr].

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].

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].

AATF COMMISSION ON STUDENT STANDARDS

The AATF Commission on Student Standards would like to provide the following report regarding its activities. The Commission was first formed in 1996. Rebecca Valette, Margot Steinhart, Robert Lafayette, and Nancy Gadbois have provided leadership roles for the Commission. Since its inception, the Commission has met several times to discuss the importance of providing standards-based lessons in French for the AATF membership. A number of Commission members have worked diligently to provide exemplary standards-based lessons for teachers which reflect the *Standards for Foreign Language Learning for the Twenty-First Century*. A draft of sample standards-based lessons was distributed to the membership at the ACTFL conference in Boston in 1999 and included themes such as: cuisine, clothing, friendships, cultural connections with Francophone countries, etc.

The AATF would like to thank the following teachers for their participation in this important phase of the project: Janel Lafond-Paquin, Rogers High School, Newport, RI; Christina Popowski, Singapore American School, Singapore; Samantha Godden-Chmielowicz, Schurz High School, Chicago, IL; Margot M. Steinhart, Barrington High School, Barrington, IL; Nancy Gadbois, High School of Science and Technology, Springfield, MA; Rebecca Fox, George Mason University, Fairfax, VA; Flore Zéphir, University of Missouri, Columbia, MO; Rita Oleksak, High School of Science and Technology, Springfield, MA; Alain Ranwez, Metropolitan State College of Denver, CO; Nancy Hernandez, AZ; Michael Couet, SC; and Deborah Riedmiller, GA.

This past summer, President Margot Steinhart invited Bonnie Adair-Hauck and Nancy Gadbois to serve as the co-chairs for the AATF Commission on Student Standards. The co-chairs have outlined the following objectives which, hopefully, will be completed by 2007:

- to continue to collect Standards-Based Thematic Units for eventual publication on the AATF Web site or as a CD or both;
- to explore with the commission committee members how best to integrate/adapt/revise the Standards-Based Thematic Units for publication on the AATF Web site;
- to compliment the standards-based units by including standards-based assessments or ACTFL Integrated Performance Assessments (IPAs) in French on both the ACTFL and AATF Web sites;
- to collaborate with ACTFL and possi-

bly the other AAT's by exploring grant-funding opportunities that would support ACTFL sponsored IPA (Integrated Performance Assessments) workshops at regional and national conferences;

- to explore how teachers may receive professional development credit for creating and submitting their Standards-Based Thematic Units or Integrated Performance Assessments for publication on the ACTFL and the AATF Web sites.

Please note that Bonnie Adair-Hauck and Nancy Gadbois will offer a three-hour standards-based assessment workshop at the AATF Convention in Quebec City. More information will be published in subsequent issues of the *National Bulletin*. If you are interested in becoming a member of the Commission on Student Standards, contact either of the co-chairs.

Bonnie Adair-Hauck
[adairhauck@mindspring.com]
Nancy Gadbois
[nancygadbois@charter.net]

MAINE AATF CO-SPONSORS NEW SEMINAR FOR TEACHERS

AATF Maine Chapter President Catherine Hobby knows that teaching French doesn't just mean France anymore: "Our textbooks no longer focus on Pierre and Marie from Paris; we now have Boubacar and Aminata from Sénégal. How can we teach their culture if we know next to nothing about it?"

To help teachers answer these questions, the Maine chapter will co-sponsor a new program designed for teachers who want to bring Francophone Africa into the classroom through film. The program is a collaboration between the Penobscot School, and Maria Grosz-Ngate, Associate

Director of the African Studies Program at Indiana University. Called "Real Africa," the new program will be held in Montreal in the context of the annual *Vues d'Afrique* Film Festival, a setting Penobscot School has chosen for its "Accès Cinéma Africain" French immersion since 1997.

In 2005, the immersion program will continue, from April 14-18, during the first weekend of the film festival. Participants will see film and video from these regions and meet directly with the filmmakers to discuss them, entirely in French.

The new seminar, set for April 21-24, is an intensive introduction to Francophone Africa and African film. Professor Grosz-Ngate will be joined by Aliko Songolo, University of Wisconsin-Madison, whose work focuses on Francophone African cinema. They will provide pertinent background knowledge for viewing African films and using them in the classroom, so that participating teachers can gain a deeper understanding of Francophone African cinema and build a curriculum unit linked to a readily-available Francophone films.

Program Director Julia Schulz sees the new teachers' seminar as a natural extension of the French immersion: "We've always found we could learn a tremendous amount about contemporary Africa watching films at the *Vues d'Afrique* festival and improve our French communication as we talked about them with the directors. Now we will give classroom teachers the chance to focus on how they can integrate Francophone film into their teaching.

Sponsors of the immersion program and "Real Africa" teachers' seminar include: Penobscot School, the African Studies Program of Indiana University, *Vues d'Afrique*, the Maine AATF Chapter, and Atlantica Group LLC. More information is available on the Web at [www.cinema-africain.org] or by contacting Julia Schulz at [julia@cinema-africain.org].

2005 ELECTION RESULTS

Vice-President: Barbara Ransford (AR)

Region IV: Alice Cataldi (DE)

Region VI: Randa Duvick (IN)

Region VIII: Jacqueline Thomas (TX)

We would like to take this opportunity to congratulate these four new Executive Council members and to welcome them to the Executive Council. The winners were all elected to three-year terms beginning January 1, 2005. We offer our heartfelt thanks to outgoing Regional Reps Diana Regan, Valerie Lastinger, and Helen Lorenz, who have finished their terms, and to Sharon Rapp for having agreed to run for office.

Jayne Abrate, Executive Director



New Volume From The AATF
Commission on Cultural Competence

*Le Québec aujourd'hui.
Identité, société et culture*

Marie-Christine Weidmann Koop, ed.

Presses de l'Université Laval, 2003
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May be ordered from www.ulaval.ca/pul

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CHAPTER NEWS

Chicago/Northern Illinois Chapter

The Chicago/Northern Illinois Chapter celebrated National French Week with a number of activities. One of the highlights was the annual Wine Tasting Dinner held at the Sofitel Hotel. Attendees enjoyed admiring National French Week posters gathered by Nancy Roesner and voted for their favorite(s). Mary Richardson provided questions for an on-line trivia quiz open to everyone, the theme of which was "Le Français, c'est le fun!" (*Hommage aux Québécois!*). *Un grand merci* to Lisa Nordmeyer for organizing the arrangements, for chairing the chapter's National French Week Committee, and for coordinating the whole week's activities, to Robin Jacobi for coordinating announcements of all the activities, and to committee members Bobbie Kieffer, Tom Sapp, and Debbie Vander Woude whose input got a successful week under way.

Thanks to Professor Marie-Simone Pavlovich, Northwestern University, for a successful *Journée d'enrichissement* workshop on theater.

The AATF presence was felt at the annual fall conference of the Illinois Conference on the Teaching of Foreign Languages (ICTFL), held at Illinois State University. Anna Amelung shared her unit of study and puppet making which told the story of Madame Chouteau, the "mother" of St. Louis, Missouri.

Chapter members presented numerous workshops and immersion activities during the three-day event. Donna Karnack and Patricia Olderr hosted the successful French Immersion Day. Chapter Treasurer Samantha Godden-Chmielowicz was elected First Vice-President, and *Francofeuilles* editor Todd Bowen was elected Second Vice-President of the ICTFL Board of Officers. Another highlight of the conference was the presentation of the President's Award for Building ICTFL to Chapter member Diane (Wrangles) Hradek, honoring her contribution to the study of foreign languages during her career.

Our Spring 2005 Workshop will feature Jean-Noël Rey, former *Attaché culturel* in Chicago. He has been an important partner of AATF, collaborating with such projects as the video *Le Français m'ouvre le monde*, a flyer promoting the study of French, and coloring book for our state's "Illinois Salutes France" project. He is a media specialist and has written textbooks incorporating visual materials and has given many workshops around the world, including one in



Pictured from left to right: presenter Anna Amelung, Downstate Illinois Chapter President Gwenne Hickman, Chicago/Northern Illinois Chapter President Jane Castle, and President Margot Steinhart

Madagascar from which he recently returned. He is currently working at the *Centre de Liaison de l'Enseignement et des Médias d'Information* (CLEMI) in Paris where he is part of a pedagogical team working on television news. CLEMI's Web site can be visited at [www.clemi.org]. Jean-Noël's visit is supported by the French Embassy in Washington, DC. Jean-Noël has described his major topic as "comprendre et utiliser les médias en classe de français." His workshop will take place in May. The workshop will be a regional activity, and teachers outside the Chicago/Northern Illinois Chapter from Wisconsin, Indiana, and other Midwestern states are invited as well. The workshop is planned for a Friday-Saturday schedule.

Submitted by
Gerald Plotkin

Detroit Chapter

The 2003-2004 academic year was a busy one with activities organized by our executive committee (Cass Gorkiewicz, President; Suzie Martin, Vice-President; Bill Leone, Secretary-Treasurer) with help from several past officers and members. These activities included a group visit to the Rodin exhibit at the University of Michigan Art Museum; in October our 20th year immersion weekend for teachers in Manchester, MI; *Chantons Noël* party, a *soirée martiniquaise* at which members Bill Leone, Tran Thuan, and Veronica Wroblewski gave a presentation on their trip to the convention in Martinique; a reception co-hosted with the Michigan Chapter at the Central States Conference in Dearborn; and our annual gourmet dinner. In July, member Jenann Connolly represented the chapter at the *congrès mondial* in Atlanta.

The 2004-2005 school year began with a movie night (*Le Placard*) for our members and our 21st immersion weekend. The

celebration of our first twenty years (1984-2004) was highlighted by a *raclette* dinner on Saturday evening.

As reported by our National French Contest administrator, Sylvie Lucki, 1205 students participated in the 2004 *Grand Concours* of which 246 were national winners.

Concerning National French Week, Rosa Russenberger of Romulus High School writes: "Over the past several years, I have put together a short video aired on the city's school channel. It airs every hour for about 15 minutes during the week. Students host it, speaking about a variety of topics, job market, advantages of French, etc. They also do performances, dance... explaining the French terms used, songs, poetry, etc. This year will include a short clip of our trip to Quebec, narrated by the students. I also design bookmarks, put them in each teacher's mailbox, along with a sample French chocolate. We also provide fresh *baguettes* and *chocolat chaud* for breakfast.

We show a French film in the media center throughout the week during lunch. Students are allowed to eat while they watch the film. Daily trivia questions and contests is another feature of the week."

From Marjorie Fein, University Liggett High School: "À notre lycée, nous avons une semaine des langues du 8 au 12 novembre. Alors on ne fête pas seulement le français. C'est comme une semaine internationale. Nous avons des repas spéciaux à la cantine (un menu français, grec, argentin, hindou, polonais); un match de foot où les élèves d'espagnol jouent contre les élèves de français et de latin; un grand dîner international; un concours pour la meilleure affiche qui avance les langues en général ou la langue qu'on étudie, et on monte les affiches sur les murs et les fenêtres de la cantine; une ou deux *assemblées* où les élèves présentent des annonces publicitaires, de petites scènes, des chansons et des danses. Puisque notre semaine est une tradition d'avant l'existence de la semaine du français, on n'a jamais pu célébré le français séparément."

At Henry Ford IT High School in Sterling Heights, Marge Mandl organized a concert featuring the French *chanteur/compositeur* Éric Vincent. Éric was part of the Michigan Foreign Language Association Conference the same week.

Submitted by
Sandy Dugan

Florida Chapter

The Florida Chapter held an essay and a poster contest for National French Week on the theme "Parler français et comprendre le monde." In the *Grand Concours* the chapter had about 2300 participants and 485 national winners. There were 14 students ranking first, 85 second, and 385 in fourth through 11th place.

In March *le Congrès de la Culture française en Floride* was very successfully held in Orlando, thanks to financial support from the Quebec Government, French Government, Winthrop King Institute, and Florida AATF Chapter. Many dignitaries and members of different *québécois* associations such as the *Institut Richelieu*, made the *Congrès* a very special event. Scholarship recipients were honored. The chapter announced its theme for 2005, "*Les Châteaux de France*." The chapter also called for nominations for Teacher of the Year.

Submitted by
Danielle Raquidel
Region V Representative

Georgia Chapter

The Georgia Chapter had a record number of participants, more than 2000, in the *Grand Concours*. The chapter also set a record for the number of awards, and for the first time an Awards Ceremony was held. The fall meeting was held at Georgia Perimeter College. Representatives of TV5, Arsène Lavau and Vincent Trinquette, described pedagogical applications of TV5. Chantal Edjang spoke about her experience at Fickett Elementary School, a Georgia model school, and Dr. Régine Reynolds-Cornell spoke on the upcoming exhibit at Atlanta's High Museum, "Van Gogh to Mondrian."

An award for Teacher of the Year was reinstated, and a committee will organize an annual immersion weekend for high school students.

Many schools reported events for National French Week and Year of Languages.

Kennesaw State University has scheduled events, including a series of lectures, a film festival, musical events, and art and textile exhibits. Westlake High School will show films, have a recipe competition, host speakers, and have students and teachers visit the High Museum.

Submitted by
Danielle Raquidel
Region V Representative

Indiana Chapter

The Indiana Chapter says *Chapeaux* to the following members who have been named Teachers of the Year: Secondary K-8, Janet Holzer, Eastwood Middle School, Indianapolis, and Secondary 9-12, Amy Berry, Greencastle High School. Both teach-

ers were recognized at the Indiana Foreign Language Teachers Association meeting.

The chapter is sixth in *Grand Concours* enrollment! Congratulations and *merci* to Sherri Pea who organized the contest materials and prizes for the record 3057 Indiana students who completed the *Grand Concours* 2004. This increase in participation moved Indiana from 10th to 6th place in the nation!

The chapter's 4th annual day trip to the Quebec Winter Carnival will take place February 1, 2005. As usual, participants will fly directly to Quebec City from Indianapolis, arriving mid-morning. Following a bus tour of the city, they will enjoy all the festivities of the Carnival—rides, shopping and eating!

The Indiana Association of Students of French 14th annual *Congrès* will take place on March 10, 2005, at Zionsville Community High School. Typically, more than 400 students from 15-20 different schools register to participate in a wide variety of French contests, from art to vocabulary to conversation to music and dance. Each *congrès* is more fun than the one before!

The following officers have been elected: President Kathleen Darnell, Bloomington High School; Vice-President Kelly Sax, Indiana University; Secretary Karen Query, Lincoln High School, Vincennes; Treasurer Anatole Balma, Purdue University, West Lafayette. *Félicitations!*

Kentucky Chapter

New officers were elected at the fall meeting. Maureen Motsinger became President. Jeorg Ellen Sauer was elected Vice-President; she will continue in her position of Treasurer as well.

Grace Patton was elected Secretary. Brian Arganbright has agreed to serve as the new Advocacy Liaison.

Outgoing President Mimi Hagedorn presented an enthusiastic review of the AATF Convention in Atlanta. She also reported on the student/teacher exchange that Bishop Brossart High School is conducting with the *Lycée Charles de Gaulle* in Dijon. Mimi and her students, along with Villa Madonna Academy, are preparing to welcome twenty French students to Northern Kentucky in April. In addition, Atherton High School and Manual High School will play hosts to twenty students in Louisville.

The *Grand Concours* was conducted under the able administration of Carl Schaefer. Kentucky placed ninth in FLES enrollment and twenty-first for overall enrollment.

National French Week has been celebrated through a variety of activities such as school wide movies, French meals, poster campaigns, morning video announcements, and school-wide contest questions on French culture.

Throughout the state, regional foreign language festivals offered students an opportunity to compete in all aspects of French language and culture. Academic categories included grammar/vocabulary, listening, oral proficiency, prose reading, literary recitation, dialogue, drama, and construction models. Non-academic categories included artwork, chorus, realia, videos, and costumes. Students who placed first in their region advanced to the Kentucky State Foreign Language Festival (the 30th year) at the University of Kentucky. A \$1000 scholarship was presented to a senior student planning to attend UK in the fall. All first place winners were honored at the Kentucky World Language Association STARS breakfast.

French folk dance was presented for the first time at the 2004 Foreign Language Festival as exhibition only. In next year's festival, dance will be included as a competitive category. In anticipation of this new competition, Maureen Motsinger and Pam Pennington presented a workshop in French folk dance at the AATF Winter Meeting.

Jeorg Ellen Sauer, received a \$500 AATF Small Grant and the chapter provided matching funds. With these monies, she created a French film library at the University of Kentucky where she is a professor.

We hope to be able to boast a new Web site for our chapter.

Submitted by
J. Maureen Motsinger
President

North Carolina Chapter

Alan Singerman succeeded Minnie Sangster as President. Speakers at the spring meeting included Walt Wolfram, NC State University, and former AATF Vice-President Bernard Petit.

The AATF had a session at the FLANC meeting held in Raleigh.

In an annual *Concours pédagogique*, the chapter rewarded two participants for their best lesson plans. The chapter invited its members to participate in the 2005 *Concours pédagogique*.

The *Société honoraire de français* at Freedom High School held a "Let them eat quiche" event that nourished souls as well as stomachs.

La Semaine du Français was celebrated, and a new link was established with the Burke Arts Council. Bluford Elementary School in Greensboro once more successfully submitted posters to the AATF poster contest. Congratulations to the winners!

Nominations are open for the Teacher of the Year award.

In the *Grand Concours* 2004 North Carolina had about 400 winners of whom 25 were gold medalists. The chapter is ac-

tively involved in the preparation of events for the Year of Languages.

Submitted by
Danielle Raquidel
Region V Representative

Northwest Indiana Chapter

Although small, the Chapter keeps a busy schedule of events for its members. There are two business meetings a year. The *Grand Concours* was hosted by Chesterton High School in 2004 in which nine schools participated. for a total of 143 contestants. Later in the spring, 50 students, teachers, and parents attended the awards brunch. They also sponsor a \$400 scholarship for a high school senior who will continue the study of French in college.

Valparaiso University hosts a *Journée française* for approximately 250 high school French students and their teachers. Twenty teachers also attended a workshop sponsored by the university.

One of the more unusual activities is the *soirée d'immersion* held several times during the academic year. Different members host this event where the teachers get together to speak French and exchange ideas, especially since many of them are the only French teacher in the school.

Events planned for 2004-2005 include a chapter newsletter, *Les Nouvelles*, two business meetings, and the *soirées d'immersion*. The October *soirée* meeting was attended by 10 teachers, including both new as well as veteran and retired teachers.

The chapter is very pleased that one of its members, Randa Duvick, has just been elected as the new Region VI Representative. *Félicitations*, Randa! Also, the chapter is very proud that they tied for first place for a 6.3% increase in membership, thus winning the 2004 AATF Outstanding Chapter Award for small chapters.

Individual schools in the chapter had a variety of activities planned for celebrating *la Semaine du Français*. Typical activities included special French food days, even a seven-course dinner, French signs around the school, special morning announcements in French which offered a hidden reward to the student who understood the clues, bulletin board displays in the main areas of the school, and French trivia contests within the school. Perhaps nothing unusual, but they are attempts to bring French to the attention of all students in the school.

The chapter officers for 2004-2205 are President Nancy Tilka, Lake Central High School, St. John; Vice-President, Linda Atwood, Crown Point High School; Secretary Carol Goss of Valparaiso University; Treasurer Robert Brooks, Ben Franklin Middle School, Valparaiso.

Submitted by
Nancy Tilka
President

Ohio Chapter

Greetings from the Ohio chapter officers, Vice President Deborah K. Stout (Cambridge High School) Secretary/Treasurer Jean Morris (Muskingum College) and President Rita Stroempl (Early College High School, Cleveland). Deborah and Jean have planned a fall meeting at Muskingum College. This meeting aligns with National French Week 2004. The fun "multiplier effect" of simply getting together with other French teachers will be wonderful. Tap into our chapter Web site [www.aatf-ohio.org] for further details and location directions.

Webmaster Robert Jeantet has added connections from Nicolas Gachon, Director, French Resource Center at UW-Madison. This is a service of the French Embassy Cultural Service and the University of Wisconsin. Tap into [www.france-synergies.org] to register on-line for the Center's free newsletter. Professor Jeantet welcomes all members to send him news directly to our Web site or at [r@jeantet.net]. Announcements such as get-togethers of social groups (e.g., Ohio's chapters of *Les Maisons françaises*), community college, college and university conferences and talks, and other links to share will be posted.

Continued accolades and merci! to chapter members who serve the membership: Editor of the AATF *National Bulletin* Jane Black Goepper (Cincinnati; E-mail: [jbg@fuse.net]); Managing Editor for the *French Review* Sharon Shelly (Wooster College) and the October 2004 issue is her debut performance!; National French Contest Administrator Judith Baughin (Raymond Walters College, Cincinnati); Susan Colville-Hall [edlicen@ofla-online.org], Chair, Professional Teacher Standards Commission (University of Akron); and our newest leader, Sarah Shackelford [poladvoc@ofla-online.org], Chapter Advocacy Chair (Clermont Northeastern High School, Cincinnati). Sarah has posted a plethora of news and Web sites to update you on world language awareness action. Your participation is important.

Wouldn't you like to have your name among these illustrious industrious colleagues? You can make it happen! The chapter is searching for an Ohio leader in a new national mentoring initiative. The purpose of this initiative "... is to support each other and help new teachers as well as those solitary teachers in schools and districts who may feel isolated. We want to enlist our experienced and active 'retired' members to share their expertise through this project." More information is in the September and November *National Bulletin*. If

interested in either chairing or being on Ohio's team, send a brief resume/background paragraphs to Deborah Stout [aatf@ofla-online.org], or to me via snail mail: AATF-OH, P.O. Box 47, Avon Lake, OH 44012. The Executive Board needs and welcomes new Francophile participation.

Other associations help us connect to one another. Come celebrate the "Year of Languages" at the Central States Joint Conference with the Ohio Foreign Language Association Conference, March 9-12, 2005, in Columbus. Andrea Bradd Laggan and I will co-lead the AATF-OH/OFLA Book Club. In anticipation of the AATF convention in Quebec City, July 7-10, 2005, we will discuss *Kamouraska* by Anne Hébert. Discussion questions will be posted on the Web in time to welcome in the new year. We are currently searching for an AATF member who also is a member of OFLA to lead the 2006 book discussion. Send interest note, along with short resume and text choice, either to Deborah Stout or me, at the addresses listed above.

Submitted by
Rita Stroempl
President

South Carolina Chapter

The Chapter encouraged its members to attend the *Alliance française*, the SCFLTA Fall Workshop in Columbia, and K-16 teachers to attend a kickoff for the Year of Languages, "Celebrate! Educate! Communicate! The Year of Languages in South Carolina." General sessions and language-specific immersion workshops provided a special experience for all South Carolina foreign language educators. The SCFLTA 2005 Conference will be held February 18-19, 2005 in Columbia. The South Carolina Chapter Chat Room and Business Meeting will feature a presentation and a free DVD Teaching Tool developed by current Vice-President Lara Lomicka. For more information, you can find the South Carolina newsletter at [http://pages.ivillage.com/scaatf/id6.html]. Margaret Young has accepted the role of advocate for French for the chapter.

Many schools and universities celebrated National French Week and are preparing events for the Year of Languages.

The upstate now has an active International Center in Greenville (ICUGVL). The Center recently invited the Canadian authors of *Sixty Million Frenchmen Can't Be Wrong* to speak.

Submitted by
Danielle Raquidel
Region V Representative

Tennessee Chapter

The Tennessee Chapter is proud to have received one of the two Large Chapter awards for outstanding Chapter of the Year

for encouraging French teachers who are not in the AATF to become members. The *Grand Concours* reached a record high for the state with approximately 2800 participating students.

The Tennessee Foreign Language Teaching Association met in Nashville. The conference featured one of the students who participated in the *Tour du monde francophone*. Also celebrated were three bicentennials—the independence of Haiti, the birth of George Sand, and the beginning of the Napoleonic Empire—in an immersion workshop.

The chapter is very proud of its new Web site put together by AATF Vice-President “Tennessee Bob” Peckham. The site will be updated by Will Thompson and can be found at [http://www.people.memphis.edu/~wjthmpsn/tnaatf.html].

Submitted by
Danielle Raquidell
Region V Representative

Wisconsin Chapter

It has been a busy year for the Chapter as we begin to prepare for the 2006 *congrès*. Anita Alkhas (UW-Milwaukee) attended the AATF convention in Atlanta as the chapter delegate as well as a presenter. The Chapter kicked off the school year with a meeting of the Southeast Wisconsin Academic Alliance in French (SWAAF), of which the chapter is a charter member. Members convened on the campus of the University of Wisconsin-Milwaukee and enjoyed a repeat performance of Anita’s session about French bashing and tolerance. Anita and Larry Kuiper (UW-Milwaukee) also shared with the national advocacy initiative for chapters under the direction of “Tennessee Bob” Peckham, and our new Web site entitled “Why Wisconsin Needs French” [www.uwm.edu/~alkhas/winrench/].

The chapter held its annual business meeting during the Wisconsin Association of Foreign Language Teachers (WAFLT) conference. The meeting featured Brigid Globensky, Education Director at the Milwaukee Art Museum, who spoke about the upcoming Degas exhibit and how teachers can use the exhibit as a focus in the classroom. We also met Nicolas Gachon, Director of *France-Synergies*, the new French Resource Center at UW-Madison [www.france-synergies.org]. Most importantly, we recognized Ann Line as the Distinguished French Education of Wisconsin for 2004. Ann, who retired in June after over thirty years of teaching French in Wisconsin, has actively served the chapter as president, *Concours oral* coordinator, and presenter at WAFLT and SWAAF conferences. We also honored Jean Mano (Racine) and David Hammond (St. John’s Military Academy) with Certificates of Recognition for their

dedication to the chapter as Secretary-Treasurer and Coordinator of the *Concours oral*, respectively. Finally, we met our new officers. President-Elect Mary Mann (Brookfield Central) will take over in July 2005. Secretary-Treasurer Wanda Rimstead-Meyer (Amery High School) has already taken over the reins. Paula Shewmake (Manitowoc) and David Wyatt (Nicolet) are the new coordinators of the *Concours oral* and the *Grand Concours*. Thanks to all the new officers for their commitment to the chapter.

Félicitations to our members who have achieved National Board Certification: Paula Shewmake, Lisa Myer, Jaci Collins, and Teri Knight.

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.

ESPACE FRANCOPHONE

Le site internet Espace Francophone [www.espacefrancophone.org], qui sera mis en ligne dans le courant du printemps 2004, constitue un Portail Internet à destination d’un très large public: pas simplement éducatif francophone mais francophile néophyte. En Louisiane, au-delà des nombreux enseignants en français immersion, français langue étrangère ou dans le circuit traditionnel, ce sont les communautés créoles, cadiennes, indiennes qui sont ciblées. Et au-delà de la Louisiane, ce sont tous les enseignants des États-Unis qui sont visés pour ce qui est du contenu éducatif et toutes les personnes intéressées à la Francophonie en général, à la louisianaise en particulier.

Ce site s’intègre au projet fédéral lancé par l’Ambassade de France à Washington de création du Centre de Ressources au French Education Project de Louisiana State University à Baton Rouge.

L’Espace Francophone assure également la promotion de la médiathèque du Bureau Audiovisuel du Consulat Général de France à la Nouvelle-Orléans par le biais d’extraits vidéo d’émissions culturelles et éducatives disponibles par “streaming” et par téléchargement.

Pour tout renseignement, veuillez contacter [xavier.cabo@diplomatie.gouv.fr].

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

EDITOR OF THE FRENCH REVIEW SPEAKS AT AF ANNUAL CONFERENCE

Chris Pinet, Editor in Chief of the *French Review* was an invited panelist for the featured round table discussion held at the annual meeting of the Federation of *Alliances françaises*, USA meeting held in Washington, DC, October 20-23. The title of the round table was “F r e n c h -

Kennedy School of Government (Harvard), Tom Bishop, Director of the Center for French Civilization and Culture at New York University, Elaine Uzan Leary, Executive Director of the French Library and Cultural Center of Boston and Cambridge (MA), and



Chris Pinet (right), pictured with the French Ambassador (left).

American Relations: The Short Term and the Long View.” Pinet’s presentation was entitled, “Dealing with the French: Bashing, Boycotts, or Good Business?” The other panelists were Dr. Charles G. Grogan, a Senior Research Associate at the John F.

Jean-Louis Turlin, editor and director of *France-Amérique*, the French-language weekly published in New York by *Le Figaro*. Jean-David Levitte, the French Ambassador to the U.S., gave the keynote presentation at the conference.

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. 16) for more information.

Université de Montréal

The AATF will again receive a scholarship permitting a member to attend a three-week program at the *Université de Montréal*. The scholarship covers tuition only. It does not cover travel, lodging, meals, books, or personal expenses.

The recipient can choose from intensive courses: *Communication orale, Communication écrite, or Atelier d'enseignement du français langue seconde, Culture et société: Québec contemporain*. The dates of the various programs are July 4-22 or July 25-Aug. 12. .

For further information on the program at the *Université de Montréal*, candidates are invited to contact: **Monique Deviard**, *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 on the AATF Web site at [www.frenchteachers.org] as it becomes available.

AATF Scholarships to Belgium

The Belgian government is again offering two summer scholarships to the University of Mons-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. 14).

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 Library 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/], 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, Mail-code 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.

**BE SURE TO VISIT THE
NEW AATF WEB SITE
www.frenchteachers.org**

LE BABILLARD RESPONDS TO MEMBERS' NEEDS ON THE WEB

The AATF *Babillard* is available on-line [www.frenchteachers.org/bboard/] to meet the varying needs of AATF members. Currently, the *Babillard* provides four services for members. The main page is a bulletin board where members may post requests for advice or assistance, suggestions for teaching, and information about useful Web sites. The response page was recently developed to provide a space for responses to questions our members have posted on the *Babillard's* main page. The *cahier de l'éditeur* page is a listing of all the most useful Web sites recommended by our members. Our fourth page is the job announcement page where schools may post openings for K-12 positions in French.

Share in February your response to French-bashing

Now we need your assistance to answer some questions that are very important to many of our members. As a result of French-bashing in the press in the past couple of years, we are seeing a negative effect on some French programs and the supplanting of some French programs by Spanish programs for reasons of utility.

We request your responses to the following questions:

1. How has French-bashing specifically impacted your program or enrollments?
2. What have you done to counter the negative impact?

Please submit answers to these two questions by e-mail to [babillard@mindspring.com] during the month of February. We will post a selection of responses from our members on a specially created page of the *Babillard* in March. We hope to receive some creative ideas to help all our members build their French enrollments.

Betty Clough
Babillard editor

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information on the Web site at [www.frenchteachers.org] under National Headquarters, and you will see the link for information about starting a chapter, including forms, sample constitution, initiation ceremony suggestions, and information on ordering supplies.

For more information, contact Executive Secretary Todd Knox, 500 Montaigne Drive, Lafayette, LA 70506-6308; e-mail: [htknox@juno.com]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

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.

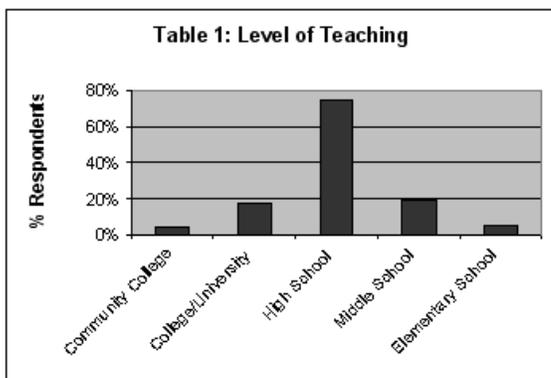
A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2005 are encouraged.

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

RESULTS OF 2003 AATF SURVEY ON NATIONAL FRENCH WEEK

We included a questionnaire on National French Week on the 2003 dues renewal invoice. The results of the survey are encouraging but also provide us with valuable input on ways to improve the services we offer to members to help them celebrate National French Week. We have tallied responses from 2540 members out of 9356 who received the invoice for a response rate of 27%.

The responses reflect the demographics of the AATF membership. 86% of the respondents were women and 13% were men (the others did not indicate their gender). 86% of the respondents were employed full-time, while 10% were employed part-time. Table 1 shows the teaching level breakdown which again reflects the membership distribution (per-



centages add up to more than 100 because many respondents indicated multiple teaching levels). The average respondent had been teaching 19.6 years and teaches 108 students per year. We received responses from 48 states and the District of Columbia as well as five foreign countries. The highest percentage response rate compared to membership came from the less populous states. Nebraska, South Dakota, North Dakota, Arkansas, Kansas, Montana, Maine, Wisconsin, Alabama, Alaska, and New Hampshire (in descending order) all had responses rates of at least 30%. The largest single number of responses came from New York with 222 questionnaires returned.

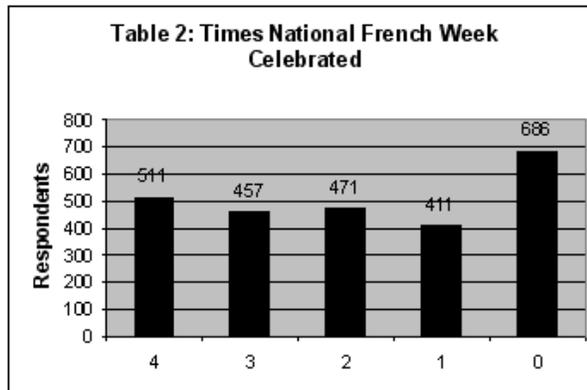
When the questionnaire was first disseminated in October 2003, we had only celebrated National French Week four times. We now have two more under our belt. Table 2 shows that the number of members who had celebrated National French Week 4, 3, 2, and 1 times was roughly equal with a slightly higher number not having celebrated it at all. Nonetheless, 63% of those responding stated that they intended to continue celebrating National French Week, and only 11%

indicated that they would not. Table 3 shows the main reasons cited for not celebrating National French Week. The number one reason was lack of time to prepare. It was encouraging to learn that even among those who did not celebrate National French Week in early November, the overwhelming majority responded that they engaged in promotional activities and events throughout the school year. A number of members cited lack of interest by students or colleagues and administrators as a reason for not celebrating.

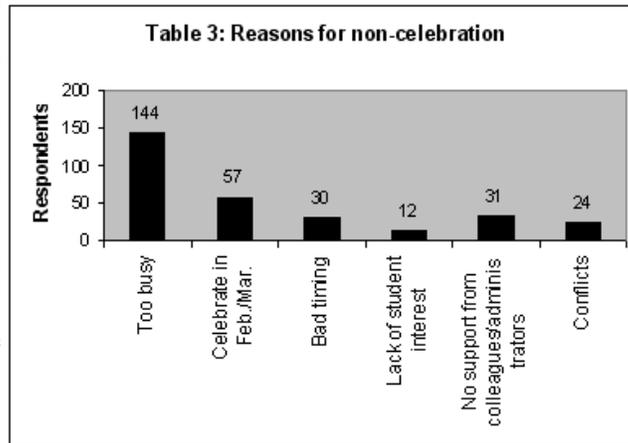
Anecdotal experience as well as the results of this survey have shown that the effects of National French Week activities can impact significantly the attitudes of students, other teachers, administrators, parents, and other decision-makers in the community and make them participants in the celebration.

Some teachers indicated that they prefer to celebrate in March during *la Semaine de Francophonie* or during Mardi Gras. Others stated that all language teachers in their schools observed National Foreign Language Week or had designated some other period for recognizing all the languages taught. From the inception of National French Week, the AATF organizers have tried to reiterate that it is the act of celebrating French that is important, not the exact dates it is observed. When trying to find dates for a national event, it is impossible to select a time that works for everyone. Those who choose to celebrate French earlier, later, with a purely French focus during Mardi Gras, or as part of international language festivities are nonetheless reflecting the goals and intent of National French Week.

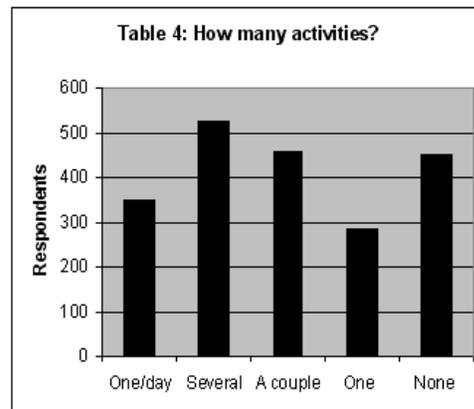
As we analyzed the responses from



those who have celebrated National French Week, we sought to find out what

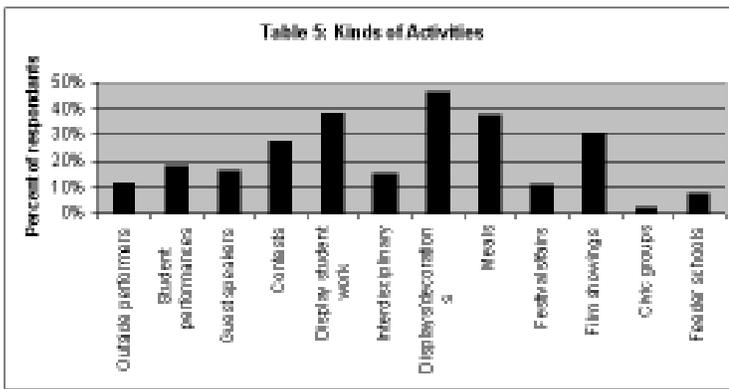


kinds of activities they engaged in, how many, what resources they were able to call upon, what support they received from colleagues, how they used the media, and what positive impact they have noticed as a result of their efforts to take French out of the classroom and into the school and community. Tables 4 through 9 show the responses to these queries. The majority of respondents organized several events,

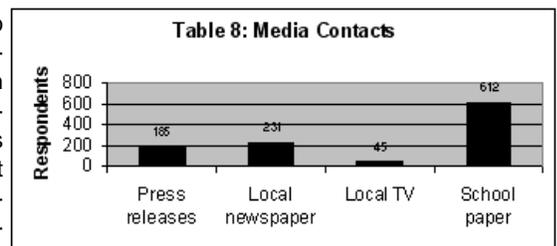


some organizing one every day (Table 4). Table 5 shows the kinds of activities that occurred, with French-themed displays and decorations being the most common, followed by meals, displays of student work, and film showings. Among the other activities mentioned were theme days, fundraising sales, activities to involve parents, French announcements or trivia, labeling in the schools, and even exchange visits occurring at this time of year. We have developed an extensive Web site devoted to National French Week and were pleased to learn that 44% of respondents had consulted it for ideas.

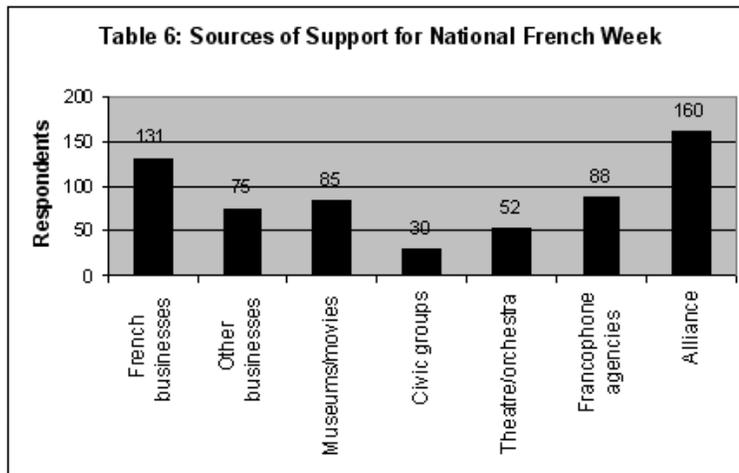
Table 6 shows that teachers received support from a variety



newspaper to announce National French Week activities, others did their best to involve local newspapers and television in their activities (Table 8). A few individuals cited lack of interest by the media as a



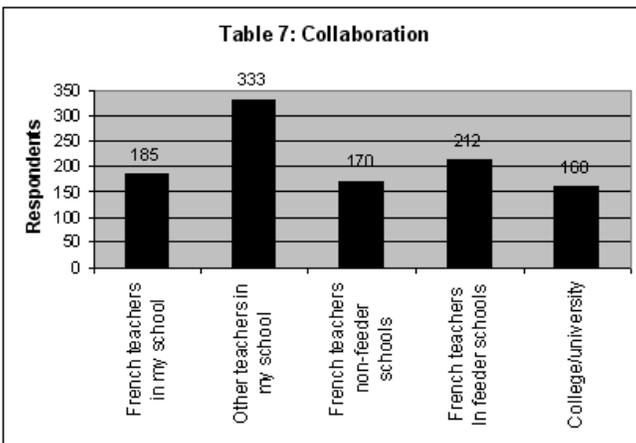
of businesses and organizations who share an interest in promoting French. The most commonly cited source of support for National French Week was the *Alliance française* which continues to be a close ally of the AATF in local and regional efforts to promote French. Members also cited support received from Francophone government agencies, in particular French consulates and Quebec delegation offices, as well as museums and movie theaters, theater and musical groups.



Although a handful of respondents mentioned lack of support among their colleagues as a reason for non-celebration of National French Week,

one reason that they were unable to get local press coverage. Unfortunately, this happens, especially in larger cities, but we hope that teachers will persevere in

organizing events that might generate interest by the local media. Another question asked if members used official proclamations in their publicity for National French Week. It is unfortunate that more than 50% of those responding to the question did not. Those who did take advantage of positive statements from the President of the U.S. (a

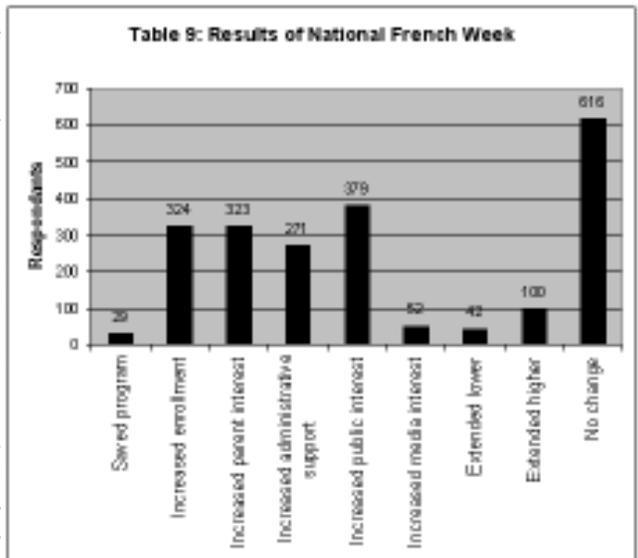


those who did celebrate cited collaboration with many colleagues (Table 7). While collaboration with other French teachers in the school was most frequently cited, many teachers worked with colleagues in other disciplines as well as in feeder schools to promote French.

A large percentage (33%) of respondents who celebrated National French Week took advantage of the school

issue of the *National Bulletin*) as well as governors and mayors. This media and public relations focus is an important element of National French Week.

Finally, we asked members what results they had noticed from their efforts (Table 9). The answers indicated that, in many cases,



there was a demonstrably increased interest on the part of students, parents, or administrators thanks to National French Week promotional activities. Extension of programs to higher or lower levels was cited by 142 respondents, and 29 indicated that a program was saved. While a fairly large number said there was no change because of National French Week, given the negative climate surrounding French in recent months, we can hope that such celebrations may have helped generate positive reactions or mitigated negative ones.

Members' comments have helped the national office understand better where we need to communicate and publicize National French Week resources and ideas, and we will be implementing some of those for National French Week 2005.

National French Week was initiated in 1999 in order to provide more positive visibility for French in local schools and communities where the decision regarding which languages a school or district offers and which languages are chosen by students are made. We urge AATF members and all French teachers to take French out of the classroom and to demonstrate through every means at their disposal—student performances and work, cultural celebrations of *la Francophonie*, contests, meals, publicity, or official acknowledgment through proclamations and messages from elected officials—that French is a critical language to know in today's world.

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.

AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

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

Nominating Teacher's Name: _____

Teacher's Address: _____

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

School Name: _____

School Address: _____

Principal's Name: _____

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

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

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

6. I am a current AATF member. _____ Yes _____ No

Teacher's Signature: _____

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

_____ Basic Award Registration (\$25)
(includes a certificate and press release, congratulatory letter to the principal, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)

_____ Full Award Registration (\$35)
(includes all of the above and an Outstanding Senior Medal)

Amount enclosed: _____

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

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

Credit Card # (Visa or MC only) _____ Exp. _____

LA FRANCE VUE PAR LES FRANÇAIS (PART II)¹

Dans un premier article [1] nous avons présenté un historique de l'anti-américanisme en France et montré qu'actuellement ce phénomène est limité à une minorité d'environ 9-10 % de la population et qu'il a deux sources principales: l'Amérique que l'on connaît et que la plupart des gens apprécient et une Amérique qui n'existe pas et qui sert d'épouvantail. L'Amérique que l'on connaît est celle que l'on imagine au travers de sa culture populaire: cinéma, musique, McDonald's, Starbucks, Coca-Cola.... L'Amérique qui fait peur est celle du «complot anglo-saxon» qui cherche à «détruire notre culture» et a «réduire notre jeunesse à l'esclavage». La thèse de l'ennemi tout puissant, instigateur de divers complots, est utile à bien des fins, car, comme nous l'avons montré [1], elle justifie beaucoup de mesures protectionnistes et d'avantages pour diverses professions. Cette thèse sert d'excuse passe-partout pour les hommes politiques, dirigeants d'entreprises, artistes et autres pour qui tout échec ou contre-performance est le résultat d'un complot. Pour cette analyse, nous avons tenu à ne pas prendre en compte la guerre en Irak et l'attitude des Français envers le Président George W. Bush. Divers sondages ont montré que plus de 80% des Français étaient opposés à cette guerre, et le président des États-Unis suscite une vive opposition. Toutefois, certains articles insistent que l'animosité envers le président n'est pas du tout incompatible avec une amitié pour le peuple américain.

Pour comprendre l'attitude des Français vis-à-vis des États-Unis aujourd'hui, il faut aussi examiner la situation de la France et comment elle est ressentie par ses habitants. Il est difficile de dissocier les deux. Nous examinerons d'abord la situation économique qui a fait l'objet d'un débat vigoureux depuis l'automne 2003. On notera des problèmes sérieux, notamment en ce qui concerne le chômage des jeunes, tout en prenant acte des progrès accomplis depuis la fin de la dernière guerre mondiale. Nous parlerons aussi de l'agriculture qui, avec la culture, est au centre de négociations difficiles avec les partenaires européens et avec les États-Unis et qui représente une source de tensions importantes. Dans le domaine de l'éducation où la France était traditionnellement en avance, des problèmes graves se posent: illettrisme, violence, communautarisme ou manque de préparation à la vie active. La situation de la langue est importante aussi car, pour beaucoup, elle définit ce que c'est qu'être français, et la situation du français dans le monde est

généralement une mesure de la place de la France dans le monde. L'analyse de ces thèmes montre que la France se trouve dans une période difficile où l'on se doit de constater un certain déclin, et dans cette situation la position dominante des États-Unis dans le monde suscite beaucoup de commentaires négatifs.

La Situation économique

Le débat sur le déclin de la France a été lancé par Baverez à la rentrée 2003 [2]. La thèse de son livre est simple: le pays vit au-dessus de ses moyens depuis vingt-cinq ans, est dirigé par des élites qui ne s'intéressent qu'à préserver leur pouvoir et sont complices d'un crime d'immobilisme qui est la cause du déclin dont on ne sortira que par une thérapie de choc pour se moderniser. Selon les statistiques [2], le Produit Intérieur Brut (PIB) de la France, qui était de 25% supérieur à celui du Royaume Uni dans les années 1970, est désormais inférieur de 9%. Le PIB par habitant, qui était passé de 50% à 80% de celui des États-Unis entre 1950 et 1990, est revenu à 65% en 2002. Selon l'office statistique européen Eurostat, la France se classerait douzième sur quinze dans le classement des PIB par habitant, ne devant plus désormais que l'Espagne, la Grèce et le Portugal dans l'Union européenne [3].

La France affiche le plus faible taux d'emploi des pays développés: 58% contre 75% aux États-Unis. Le taux de chômage (9,3%) est très élevé comparé à celui de bien d'autres pays et se maintient entre 9 et 12% depuis les années 1980. Le chômage touche particulièrement les jeunes (26%) et les personnes de plus de 55 ans. Le nombre de chômeurs, d'exclus et de personnes vivant exclusivement de transferts sociaux est estimé à 12 millions de personnes. La dette publique a doublé depuis 1995. Par contre, on travaille moins en France que dans les autres pays industrialisés. La durée du travail est de 1463 heures par an en France contre 1666 heures aux États-Unis.

Dans les discussions sur la situation économique, l'expression «les trente glorieuses» désigne la période 1944-1974 qui a «vu l'Hexagone renaître de ses ruines et progresser de façon dramatique» [4]. À l'origine, cette expression était le titre d'un livre de l'économiste Jean Fourastié [5] qui évoque la révolution française du 27, 28 et 29 juillet 1830. En sous-entendant le mot «journées», on a surnommé cet événement, ressenti comme une délivrance, les «Trois Glorieuses» [6]. Fourastié a adapté la formule afin de célébrer les années 1945-1975, marquées par une spectaculaire croissance économique. Par

contraste, les trente années qui ont suivi (1974-2004) sont qualifiées de «Trente Ignominieuses» [4] ou de «Trente Piteuses» [7], car elles représentent «trente années de déficit budgétaire sans la moindre interruption». Le déficit public en 2003 aura atteint 4,1% du PIB. La dette publique a dépassé les 1.000 milliards d'euros, soit 15.000 euros par personne [4].

Selon Marseille [8], la période 1973-2003 peut être qualifiée de Nouvelles Trente Glorieuses car, durant cette période, le pouvoir d'achat a augmenté de 50%, et les Français se sont enrichis autant sinon plus que pendant les premières Trente Glorieuses. Selon lui, il y a un mythe tenace selon lequel «la France s'enfoncé dans la pauvreté» alors qu'il y a beaucoup moins de pauvres qu'il y a trente ans. Il reconnaît que le chômage est un problème grave.

En 1996, *L'Horreur économique* [9], le livre de la romancière Viviane Forrester, s'est vendu à plus d'un million d'exemplaires, a été traduit en 24 langues et a reçu le Prix Médicis. Son argument principal est que le chômage, qui est à un taux élevé depuis plus de vingt ans, n'est pas une situation temporaire résultant d'une crise qui sera vite résolue. Il serait le résultat d'une transformation fondamentale qui fait que l'emploi disparaît. Elle accuse les responsables politiques et les économistes de ne pas dire les choses telles qu'elles le sont et de prétendre que tout cela est le résultat de forces économiques contre lesquelles on ne peut rien. Elle parle de la dignité de la personne qui, suivant la tradition, dépend du fait d'avoir ou non un emploi. Les chômeurs eux-mêmes se sentent coupables alors qu'ils sont dans une situation qui n'est pas de leur faute, l'emploi ayant disparu du fait des délocalisations. Le succès de ce livre s'explique en partie du fait que l'auteur exprime ce que beaucoup de ses lecteurs ressentaient déjà et qu'elle prend le parti des vaincus de l'ultralibéralisme. Certains considèrent la succès de ce livre comme une prise de conscience et une volonté de comprendre de la part du public.

Que retenir de tout cela? Beaucoup ont accusé Baverez d'être trop pessimiste et de n'avancer que les chiffres qui soutiennent sa thèse. Le livre de Marseille [8] parle de Nouvelles Trente Glorieuses, ce qui semble contredire Baverez. En fait, Marseille utilise les mêmes statistiques que Baverez et arrive aux mêmes conclusions concernant l'évolution du PIB, le chômage, l'emploi des jeunes et d'autres thèmes communs. La différence est que Marseille présente une vision plus complète de la situation. Il démontre que

le niveau de vie des Français, malgré tout, a beaucoup augmenté depuis 1974. Si les comparaisons avec les autres pays ne sont plus favorables, ce n'est pas parce que la France s'est soudain appauvrie alors que les autres pays ont réussi à se maintenir au même niveau. En fait, les autres pays auraient progressé plus rapidement, ce qui rend les comparaisons défavorables. Le problème majeur qui reste à résoudre est celui du chômage, et cette situation est l'horreur économique dont parle Forrester. Il n'y a donc pas de divergence de vues sur une situation sérieuse qui doit être confrontée.

Pour beaucoup, les difficultés actuelles seraient dûes à «l'hégémonie améri-caine» et à la mondialisation qui serait un complot américain énorme avec un plan secret qui rassemblerait non seulement le gouvernement, mais aussi toutes les grandes entreprises, les médias, l'industrie cinématographique et bien d'autres. Malgré l'image souvent entretenue de la petite entreprise familiale française écrasée par les multinationales américaines, la France possède de nombreuses entreprises de la même taille et qui bénéficient pleinement de cette libéralisation des échanges qu'est la mondialisation. La plupart de ces entreprises réalisent plus de la moitié de leur chiffre

d'affaires à l'étranger. Un autre mythe est que les Français seraient opposés à la mondialisation. Plusieurs sondages montrent qu'il y a des inquiétudes concernant l'emploi et les délocalisations des unités de production, mais les résultats sont comparables à ceux des sondages effectués aux États-Unis ou dans les autres pays européens.

Agriculture

La situation de l'agriculture en France est difficile. On estime qu'entre 1988 et 2000, le nombre d'exploitations a diminué de 3,5% par an. Ainsi, la France ne comptait plus que 600.000 exploitants agricoles en 2000, dont environ 400.000 à temps complet [10]. Ceci fait suite à des changements importants sur une période beaucoup plus longue. Jacques Marseille affirme que de 1954 à 1974, le nombre

d'agriculteurs a chuté de 5 à 2 millions [11]. La France est pourtant le plus gros producteur européen de céréales, de betteraves à sucre, de bovins et de volailles. Elle a aussi davantage de terre cultivable que n'importe quel autre pays de la communauté. Cependant, l'importance de l'agriculture dans l'économie du pays a décliné en France comme ailleurs. En 1958, 25% des Français travaillaient dans l'agriculture alors qu'aujourd'hui ce pourcentage est réduit à un peu plus de 3% [12]. Ceci est dû, en grande partie, à la mécanisation qui a produit des gains de

une manifestation devant un McDonald's, symbole de «l'impérialisme américain», font des déclarations fracassantes, causent des dégâts matériels, et l'incident est décrit dans tous les journaux le lendemain et commenté en détail pendant des semaines. On n'explique jamais quel lien direct il pourrait y avoir entre McDonald's et les difficultés rencontrées par les producteurs de roquefort. Généralement, on ne fournit pas non plus d'information qui permettrait au lecteur d'apprécier l'importance de ce problème ponctuel dans la situation de l'agriculture et des échanges

internationaux. Le reportage en reste au niveau du fait divers mais les commentaires anti-américains sont largement reproduits dans la presse.

Cette réorganisation massive de la profession avec sa modernisation et ses gains de productivité est aussi accompagnée d'une concurrence internationale intense causée par la libéralisation des échanges et les efforts visant à éliminer les mesures protectionnistes. À une époque relativement récente le prix des céréales,

du lait et d'autres produits était fixé au niveau national par l'État en consultation avec les représentants des organisations professionnelles. La conséquence était de maintenir des prix plus élevés que sur le marché international. En 1992 l'Europe a mis fin aux mécanismes de contrôle des prix, et depuis les versements d'aides publiques représentent entre 40 et 50% du revenu des agriculteurs. Le prix de vente du blé ne représente plus que 72,1% des coûts de production. Les aides, européennes et nationales, couvraient ainsi 35% des coûts de production du blé en 2001, contre 2,2 % dix ans plus tôt. Les aides à l'agriculture représentent la moitié du budget de l'Union européenne [13], et la France en est le principal bénéficiaire avec 25%. Les négociations en cours depuis plusieurs années dans le cadre de l'Organisation Mondiale

CHAPTER CHECKLIST

- Nominate teachers for the AATF Dorothy S. Ludwig Excellence in Teaching Awards by February 1, 2005.
- Encourage members to apply for AATF summer scholarships.
- Encourage members to attend the 2005 AATF convention in Quebec: July 7–10, 2005.
- Encourage members to participate in February by e-mail in the two-question survey about their response to French-bashing. (See article on *Le Babillard* on page 24.)
- Promote at meetings and through newsletters and participate in the AATF Book Club: Myrna's List for 2005 (See article on page 7).
- Send, on an on-going basis, chapter newsletter and chapter news to Regional Representative, *National Bulletin* Editor (Jane Black Goepper) and national President (Margot Steinhart)
- Commit to sending chapter president to AATF national convention in Quebec and to presidents' meetings scheduled for the afternoons of July 6 and July 10, 2005
- Has your chapter responded to these past requests?**
- Identify mentor liaison and submit name to Regional Representative AND Suzanne Henderson [sue.hendrickson@asu.edu] by November 1, 2004
- Identify advocacy liaison and submit name to Regional Representative AND Robert (Tennessee Bob) Peckham [bobp@utm.edu] by November 1, 2004
- Send copy of chapter constitution and by-laws to national headquarters by November 1, 2004. [abrater@siu.edu].

productivité très importants, ce qui conduit à produire plus avec moins d'agriculteurs sur des exploitations toujours plus grandes.

Les journaux donnent souvent l'image d'une agriculture périmée qui n'est pas en mesure de soutenir la compétition sur le marché international. En fait, dans bien des domaines, comme les céréales, le sucre et l'élevage, l'agriculture française est très productive et parfaitement en mesure de s'imposer. Par contre, les journaux parlent souvent du roquefort ou du foie gras, dont l'importation aux États-Unis a été interdite après que la France ait interdit l'importation du bœuf américain. On parle souvent de spécialités qui ne sont pas représentatives de l'agriculture en général et ne sont pas très importantes du point de vue économique. Ce qui arrive souvent est que des organisations syndicales organisent

du Commerce (OMC) ont pour but l'élimination des subventions pour l'agriculture et la libéralisation des échanges. Ces objectifs ont été opposés par les gouvernements français successifs. Cette situation de production à perte et de subventions très lourdes pour le budget de l'UE sans perspective de changement irrite souvent les partenaires européens et tend à marginaliser la France dans l'UE. Ces subventions faussent les échanges internationaux et causent des difficultés énormes pour les agriculteurs des pays du tiers monde qui demandent leur abolition. Elles sont aussi un sujet d'affrontement avec les négociateurs américains dans le cadre de l'OMC où les Français semblent refuser tout changement pour tout ce qui touche à la culture et à l'agriculture.

Pourquoi cet acharnement à défendre un tel système alors que l'agriculture pèse peu dans l'économie? Il y a, bien sûr, des engagements pris avec des électeurs qui n'hésitent pas à manifester leur mécontentement et le fait que le Président actuel a bâti sa carrière sur son soutien à l'agriculture. Au-delà des intérêts directs, il y a aussi la nostalgie d'un mode de vie qui a déjà disparu: la petite exploitation familiale dans un monde plus simple. D'une certaine façon, c'est toujours le thème de la résistance aux changements de notre époque qui revient. Les subventions à l'agriculture qui, comme on l'a vu, causent beaucoup de friction au niveau international, vont surtout aux grandes exploitations qui sont déjà compétitives alors que les petits exploitants en difficultés reçoivent très peu d'aide. De plus, l'aide accordée n'est pas destinée à aider ces exploitants à devenir compétitifs mais constitue une source de revenu sur laquelle on compte sans espoir de pouvoir jamais s'en passer. Le mythe selon lequel les Américains, qui sont partisans de la libéralisation des échanges, veulent détruire les petites exploitations françaises est faux. Les subventions profitent surtout à une agriculture industrielle qui n'a rien à voir avec l'image d'Épinal de l'agriculteur d'autrefois. Cette image est entretenue pour justifier une aide importante à une industrie qui produit à perte, car elle permet de justifier ces aides alors que bien d'autres industries ont connu des difficultés importantes sans aide comparable. Une partie du mythe est que les Américains sont derrière ce complot, mais en fait la France se retrouve isolée dans ce domaine. Les autres pays de la communauté européenne et les pays émergents sont aussi favorable à l'abolition de ce système.

Illettrisme

Les Français ont toujours été fiers de

leur système éducatif et à juste titre. Il n'est pas rare de lire ou d'entendre des commentaires négatifs sur le système éducatif américain qui aurait beaucoup de lacunes avec pour résultat qu'une partie importante de la population serait illettrée. Ces dernières années, les Français ont pris conscience qu'ils doivent faire face aux mêmes problèmes, à commencer par l'illettrisme. Selon un rapport de l'OCDE paru en 1996, 40,1% des Français de 16 à 65 ans éprouvent de grandes difficultés à lire alors que les chiffres sont de 20,7% pour les États-Unis et de 7,5% pour la Suède [14]. Ségolène Royal a été la première à utiliser le mot «illettrisme» lorsqu'elle était ministre déléguée à l'Enseignement scolaire en 1999. Trois ans plus tard, le nouveau Ministre de l'Éducation nationale, Luc Ferry, n'hésite pas à viser les 6-10 ans avec son plan de lutte contre l'illettrisme [15]. Cet effort fait toujours partie des priorités du gouvernement.

Il convient d'abord de faire la distinction entre les analphabètes et les illettrés. «Un analphabète est une personne qui n'a jamais eu d'enseignement de la langue. Alors que l'illettrisme, c'est ne maîtriser ni la lecture ni l'écriture ou le calcul tout en ayant suivi un enseignement scolaire; un apprentissage non assumé» [16]. L'analphabétisme est estimé à 1% de la population [17]. L'INSEE considère que 2,3 millions de personnes en France sont atteintes, à des titres divers, par au moins une des manifestations de l'illettrisme. [17].

Le ministère de l'Éducation nationale évalue à 15% les élèves de sixième ne possédant pas le niveau nécessaire en français ou en mathématiques. À 11 ans 30% des élèves ont des difficultés de compréhension d'un texte, 39% ne maîtrisent pas les outils de la langue, 38% ont du mal à écrire [18]. L'Éducation nationale n'atteint donc pas son premier objectif, «apprendre à tous les enfants à lire, à écrire, à compter et à comprendre un écrit présentant 'un exposé simple de faits en rapport avec la vie quotidienne' » [19]. Cette situation est grave, car la réussite scolaire au plus jeune âge conditionne le succès au secondaire et dans l'enseignement supérieur. Une étude [20] montre que près de 80% des élèves de classes préparatoires aux grandes écoles étaient dans le quartile supérieur à l'évaluation en classe de 6^{ème}. On note aussi «une corrélation très forte entre les résultats à l'évaluation 6^{ème} et les résultats à l'évaluation en CE2» [20]. Donc pour beaucoup, l'école primaire est à l'origine de l'échec scolaire. Xavier Darcos [21] estime que tout se joue au niveau du CP/CE1 et «qu'un élève qui redouble son CP n'a aucune chance de réussir au bac».

C'est pourquoi la lecture est aujourd'hui l'un des «chantiers prioritaires» définis par le Président de la République.

L'illettrisme est un des problèmes sérieux dans le domaine de l'éducation. On pourrait y ajouter plusieurs autres problèmes—la violence à l'école, le racisme et le communautarisme, les inégalités scolaires. Le communautarisme marque l'échec de l'intégration d'une large population issue de l'immigration. Traditionnellement l'école a joué un rôle important dans l'assimilation de ces populations dans la société. Par inégalités scolaires, on désigne à la fois des différences au niveau de l'attribution des moyens aux différents établissements mais aussi les différences socio-économiques des familles. Tous ces problèmes ont longtemps fait partie de l'image du système américain.

La langue française

L'avenir de la langue donne bien du souci car le français est considéré comme l'un des éléments forts de l'identité nationale [22]. Les inquiétudes portent d'une part sur l'usage du français à l'intérieur du pays et d'autre part, sur la place de cette langue dans le monde. Pour ce qui est de l'usage interne, les inquiétudes sont de trois types: (1) le nombre de mots anglais utilisés de plus en plus couramment; (2) le niveau du français parlé en France; et (3) l'utilisation de l'anglais dans certaines grandes entreprises. Certains estiment qu'il n'y a pas lieu de s'alarmer des taux d'emprunt car les langues vivent d'emprunt alors que d'autres trouvent la situation catastrophique. Maurice Druon s'inquiète de la qualité du français en France et parle de non-assistance à langue en danger. Selon lui, «nous sommes descendus, dans l'oral comme dans l'écrit, de plusieurs niveaux de langage. Vocabulaire et syntaxe se sont dégradés, désastreusement, ignoblement» [23]. De grandes entreprises comme Alcatel, Vivendi, Renault, Airbus, et BNP-Paribas, utilisent l'anglais dans leurs réunions de comités de direction et la rédaction de rapports, notes de service, documents techniques et offres d'emploi [24].

La place du français dans le monde peut se mesurer de plusieurs façons: le nombre de francophones, le nombre de pays où le français est la langue officielle, le nombre d'institutions internationales où le français est l'une des langues officielles. La place du français dans le monde varie largement suivant le critère utilisé. Le français est, avec l'anglais, la seule langue qui soit enseignée sur tous les continents. Il est encore la langue officielle de 29 pays, ce qui le maintient au rang de deuxième langue parlée dans le monde derrière

l'anglais [25]. En 2002, le nombre de locuteurs francophones est estimé à 160 millions. Le français a longtemps été la langue de la diplomatie. En 1905, le traité de paix russo-japonais a été rédigé en français. L'abandon de cette tradition universelle est malheureusement le fait de Georges Clemenceau qui a voulu, pour rendre hommage aux alliés britanniques et américains, que le Traité de Versailles soit rédigé en français et en anglais. Ce premier abandon est considéré comme étant à l'origine de beaucoup d'autres [26]. Au cours de l'année 2000, 55% des documents de la Commission européenne ont fait l'objet d'une rédaction initiale en anglais, contre 33% seulement en français. Le nombre de délégations s'exprimant en français à l'assemblée générale des Nations Unies est passé de 31 en 1992 à 21 en 2000 [25]. Ceci alors que le français est une langue officielle de l'UE et de l'ONU au même titre que l'anglais.

La situation du français dans le monde affiche un déclin certain, il faut bien le reconnaître. Il semble que des efforts purement protectionnistes cherchant à faire respecter certains engagements sur les langues de travail au sein de l'Union Européenne ou aux Nations Unies ne soient pas une solution à long terme. Le dynamisme des entreprises françaises dans les échanges internationaux semble être un moyen plus efficace à condition que ces échanges se fassent en français. L'accueil d'un nombre plus important d'étudiants étrangers a été aussi proposé comme une solution à long terme. Bien que l'on s'accorde à définir le problème, la recherche de solutions et leur mise en place se font attendre.

Sabir américain

Il est étonnant de voir des écrivains, des spécialistes de langues et des personnalités connues affirmer avec la plus grande assurance que la langue parlée aux États-Unis n'est pas l'anglais. Plusieurs membres de l'Académie française en sont convaincus: Jean-François Deniau parle de sabir anglo-saxon; Bertrand Poirot Delpech de sabir américain; Jean Dutourd parle de sabir américanoïde et de sabir atlantique. Bernard Cassen [24] dit que «C'est un sabir, une langue en soi dont le véritable anglais est victime». Jack Lang parle lui aussi de sabir anglo-américain et de rejeter une «McDonaldisation» linguistique [27]. Selon Yves Berger [27], l'ennemi c'est l'«anglo-américain». Selon Decaux, ce «langage si pratique que l'on utilise déjà partout dans le monde est de moins en moins de l'anglais. C'est une langue nouvelle, née de l'anglo-américain, dont les racines sont anglaises, mais qui foisonne de néologismes, d'approximations, de déformations. Ce n'est plus une langue de

culture.... Nos petits-enfants devront parler l'anglo-américain, devenu l'esperanto de notre siècle, car leur réussite éventuelle en dépend. Mais il leur faudra, s'ils veulent connaître Shakespeare, Wilde ou Joyce, revenir à la langue anglaise dans ce qu'elle recèle de richesse, de beauté et de dons créatifs. Chacun, en Europe, devra défendre sa langue, y compris les Britanniques» [28].

L'opinion selon laquelle le français est trahi par les siens est largement partagée. Selon Dutourd: «Préférer le sabir au français est la forme actuelle de la trahison... Baragouiner l'américain ou ce que l'on prend pour tel, c'est quasiment capituler en rase campagne, désert, passer à l'ennemi. C'est aspirer à la condition de colonisés. Nous voilà devenus les nègres du Nouveau Monde» [29]. Bernard Cassen râle contre cette inflation de la langue du dollar: «C'est typiquement le principe de la servitude volontaire décrit par La Boétie: les 'élites' de la communication et de l'industrie parlent la langue de celui qu'elles perçoivent comme patron» [28].

Les Américains seront sûrement choqués d'apprendre qu'ils ne parlent pas anglais mais un sabir qui n'a rien à voir avec la «langue de culture» que l'on parle à Oxford ou à Cambridge. Certains de ces arguments reprennent ce qui se disait il y a plus de 200 ans: l'Amérique n'a pas de culture bien qu'il soit difficile de contester qu'à l'heure actuelle, l'Amérique a une position dominante en sciences, littérature, cinéma, musique et dans les arts. Les arguments selon lesquels l'Amérique veut «nous» coloniser, «nous allons devenir les Nègres du Nouveau Monde» ou «nous allons être traités comme l'ont été les Peaux Rouges», n'est pas sans évoquer le fait que la France a été une grande puissance coloniale qui par sa puissance militaire et économique a imposé sa langue à d'autres peuples à travers le monde. Il suffit de consulter la liste des pays où le français est la langue officielle (voir site de l'Académie française [www.academie-francaise.fr/langue/index.html]) pour se rendre compte que dans un passé relativement récent la plupart de ces pays étaient des colonies françaises.

Il faut aussi remarquer que la théorie du «sabir américain» qui est «baragouiné» dans le monde entier est généralement opposé à la Francophonie. D'un côté, les Américains parlent quelque sorte de dialecte très inférieur à l'anglais «de la reine» et les ressortissants des pays non anglophones qui parlent une version très limitée et approximative de ce dialecte. D'un autre côté, on nous assure que le français est parlé sur tous les continents et il n'est jamais question de différences de niveau, d'accents ou autres. Est-il possible que

tous les francophones parlent un français parfait alors qu'en dehors de l'Angleterre personne ne puisse s'exprimer dans un anglais correct? Il est dommage de voir des auteurs renommés et des académiciens utiliser de tels arguments. Bien évidemment, ces opinions n'engagent que leurs auteurs et ne prouvent rien mais elles ont tout de même un effet sur l'opinion publique. Quand un «homme de lettres» reconnu émet de telles opinions, certains seront portés à le croire surtout s'ils n'ont pas d'expérience personnelle sur laquelle se baser.

Si le français était la langue de la diplomatie avant la première guerre mondiale, c'est sûrement parce qu'à cette époque la France était l'une des nations les plus peuplées, les plus riches et les plus fortes militairement. L'usage de la langue reflétait une réalité qui a changé depuis. On affirme souvent que le français est une langue de culture, ce qui ne devrait pas signifier que d'autres langues sont parlées par des gens sans culture mais plutôt que Paris était un centre culturel important pour la littérature, la philosophie, la peinture et les arts en général. Donc la connaissance du français était nécessaire pour apprécier ce qu'il y avait de nouveau dans le monde. Même en mathématiques, la réputation de la France était telle que jusqu'à récemment, aux États-Unis, les candidats au doctorat devaient apprendre le français pour pouvoir lire les publications des chercheurs français. De nos jours, ce n'est plus nécessaire car, même dans les *Comptes Rendus de l'Académie de Sciences* ou les *Annales Scientifiques de l'École Normale Supérieure*, la plupart des articles sont écrits en anglais. L'usage du français est le reflet de la position de la France dans le monde du point de vue économique, militaire et culturel. Il était au maximum quand la France était dans une position dominante, et il s'amenuise aujourd'hui. Défendre l'application d'accords sur l'utilisation du français dans les organisations internationales sans tenir compte de l'évolution de la situation depuis que ces accords ont été conclus semble futile à long terme. L'idéal serait que la France regagne la place qui a été la sienne, et le statut de la langue suivra.

Conclusion

Cet article montre que la position de la France dans le monde n'est plus ce qu'elle a été dans bien des domaines. Du point de vue économique, même si l'on ne peut pas parler d'appauvrissement, les chiffres montrent que par rapport à bien d'autres pays, la France progresse moins vite et se classe maintenant douzième au sein de l'Union européenne. Dans le domaine de l'éducation des problèmes graves comme

celui de l'illettrisme se posent aujourd'hui alors que l'on croyait ce problème résolu depuis au moins un siècle. Des changements importants interviennent dans les modes de vie, et les changements en cours dans l'agriculture en sont un exemple. En cherchant à préserver un mode de vie qui a déjà disparu et à préserver des avantages financiers importants ou la place du français dans les organisations internationales, par exemple, la France engendre l'opposition de ses partenaires.

Les exemples présentés ici montrent que dans bien des domaines, les Français reconnaissent que la situation du pays est en déclin. Le débat est de savoir quelle est l'ampleur du problème, quelles sont les solutions et qui est responsable. Bien souvent la thèse du complot américain, de l'ennemi puissant responsable de tous les maux, est utilisée. La situation inspire beaucoup de déclarations anti-américaines, c'est-à-dire non pas des critiques raisonnées de certaines actions ou décisions mais des déclarations qui vont au-delà du raisonnable. Il est assez facile de faire la distinction entre une critique raisonnable et une déclaration franchement anti-américaine. Il est bien plus difficile d'établir pourquoi ces déclarations sont faites. Par exemple, pourquoi aller manifester devant le McDonald's du coin contre une décision prise à Washington sur quelque chose qui n'a rien à voir avec cette chaîne de restaurants? Pour certains les raisons ne sont peut être pas très claires, mais il faut bien faire quelque chose, McDo est américain, et il n'est pas très loin. Pour d'autres, il s'agit d'un symbole dans une lutte contre la mondialisation, un terme qui regroupe tous les changements que l'on rejette. De même, il est pratiquement impossible de déterminer si quelqu'un est anti-américain, car il faudrait pouvoir discerner quelles sont ses vraies intentions. Un homme d'État peut s'opposer point par point à son homologue américain et être vu comme défendant les intérêts de son pays. En même temps, il peut affirmer que dans son esprit il fait une complète distinction entre son opposition à la politique du gouvernement des États-Unis et son amitié pour le peuple américain. La même approche peut être suivie par un représentant syndical ou un cinéaste qui défend les intérêts de sa profession. Dans l'ensemble, il faut toujours se rappeler que l'anti-américanisme n'est pas aussi répandu qu'on ne pourrait le penser à la lecture des journaux et qu'avec le temps, le public fait la part de choses malgré ce que peuvent dire certains intellectuels.

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¹Part I of this article appeared in the November 2004 issue of the *National Bulletin*.

NEH SUMMER SEMINAR FOR SECONDARY SCHOOL TEACHERS

Citizenship and Culture: French Identity in Crisis

Dickinson College, Carlisle, PA, June
27- July 29, 2005

Michael Kline and Nancy Mellerski, Co-
Directors

This seminar invites secondary school teachers to explore the construction of Republican identity in France and to study challenges to the ideal, foundational French Republic since the Revolution of 1789. Representations of the Republic in art, theater, film and essay will demonstrate how the ownership of each has evolved over time as the master narrative of French republicanism and nationhood unfolds. French identity, as a product of the centralizing heritage of Jacobinism, will be examined as it undergoes the pressures of ethnic and regional voices that are increasingly demanding of recognition and autonomy. Two case studies, that of regional identities and languages and debates on the European Charter on Regional and Minority Languages as well as the "Headscarf Affair," the most important drama in contemporary France, will serve to investigate the challenges to French republicanism. Participants receive a stipend of \$3600. For further information, please e-mail: [klinem@dickinson.edu].

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:

- > **Date:** 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 pouvant 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:** Libre - Maîtrise 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
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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 a product or service is misusing our name, and we would like to know about it.

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.french teachers.org>]. You will probably find the answer there.

COLOR NOTECARDS



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



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

Name: _____

Address: _____

City, State, Zip _____

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

Feed the imagination as well as the palates of those you are trying to reach.

Remind the public of all the wonderful and useful reasons to learn French.

Entertain with student or guest performances or films.

Network with other French teachers, French speakers and Francophiles in the community, and the local media.

Celebrate the French-speaking heritage both within the U.S. and around the world.

Highlight for others what your students are doing in the class-room to make learning French enjoyable and meaningful.

MOTS CHASSÉS:

Exercices sur l'article «la Vie des mots» paru dans la *French Review*, Vol. 77, No. 4 (April 2004). Le corrigé se trouve à la page 40.

I. Complétez les blancs avec soit *depuis* soit *pendant*.

1. Les cheveux rouges et verts sont à la mode _____ quelques années.
2. Ces deux élèves «tapaient le carton» _____ le cours de maths.
3. _____ près de deux heures ces jeunes dansent le hip-hop.
4. Cet élève n' a rien fait _____ la rentrée scolaire.
5. Ils partiront faire du ski _____ les vacances de printemps.

II. Remplacer les mots ou expressions soulignés par d'autres de niveau de langue plus familier.

1. Cette robe rouge est très voyante.
2. Il est en retard, il va encore conduire très vite.
3. Inutile de tout lui expliquer, il a du mal à comprendre.
4. Quelle belle partie de tennis tu as faite! Tu es vraiment en forme.
5. N'exagère pas!

III. Répondre par *oui* ou par *non*.

1. Avoir l'air renfrogné signifie avoir l'air borné.
2. Racaille et rocaille sont des synonymes.
3. «Faire un carton» signifie faire sa valise.
4. Seuls les chevaux ont des œillères.
5. Il y a 27 Académies en France.

IV. Utiliser *après* ou *après que* ou *après avoir/être* et reformuler la phrase si besoin est.

1. Nous partirons _____ nous (maquiller).
2. Habillez-vous et _____ nous partirons.
3. Les élèves sortiront _____ (la cloche, sonner).
4. Ils n'avaient pu sortir que _____ (manger).
5. Cette actrice a tourné son premier film _____ son agent (signer) le contrat.

V. Remplissez les blancs par un mot ou une expression qui convienne.

1. Les chaussures _____ avaient été très à la mode vers 1945 en France.
2. Notre rentrée scolaire _____ sur trois jours.
3. Tout me _____ j'en ai assez d'être responsable.
4. Ce gosse est un vrai _____ sur son skate-board.
5. Ne pourrais-tu _____ les lacets de tes souliers?
6. Avec sa coiffure et son maquillage étranges, cette gamine cherche à _____ des autres.
7. Les pantalons qui s'évasent vers le bas sont des pantalons _____.
8. Cette élève _____ amuse toute la classe.
9. Pourquoi vouloir _____ les cheveux en vert?
10. Les ados filles _____ beaucoup d'importance à la mode.

Colette Dio, Nancy, France

NNELL AWARD FOR OUTSTANDING SUPPORT OF EARLY FOREIGN LANGUAGE LEARNING

The NNELL Award for Outstanding Support of Early Foreign Language Learning will be given to an individual or individuals who have demonstrated outstanding support of early foreign language learning. Nominees may be actively involved in their efforts in a variety of ways including, but not limited to, the following: early foreign language specialist, classroom teacher, principal or other school administrator, district or state school superintendent, local or state foreign language coordinator or supervisor, parent, school board member, businessperson, civic leader, politician or elected representative.

The nomination for this award will be in the form of two letters of recommendation (a letter of nomination and a letter of support) from individuals who can attest to the nominee's work in the field of early language learning. The letter of nomination must come from a current NNELL member, and the letter of support should be written by another individual who is very familiar with the nominee's work for early language learning. The letters should include documentation that clearly demonstrates evidence of the ways in which the nominee supports early language learning. The nomination may also include up to five

pages of supporting evidence such as copies of newspaper articles that recognize the nominee's work for early language learning, sample items created by the nominee that show advocacy work, etc. The following are examples of criteria that can be considered in writing the letters of nomination as they apply to the nominee's work on behalf of early language learning:

- Demonstrates commitment to early foreign language learning in the school and the community, e.g., seeks ways to inform the community of the need for beginning language study early as an integral part of the school curriculum and in an uninterrupted sequence;
- Provides visibility to the foreign language program, e.g., seeks media and/or newspaper publicity of school foreign language events, sends newsletter with foreign language program updates to parents;
- Provides leadership in establishing and maintaining early language programs at the local or state level;
- Supports and provides professional development opportunities for early language specialists;
- Advocates for early language programs at the local or state level, e.g.,

represents his or her foreign language program at local or state school board meetings;

- Serves on local or state committees for early foreign language learning, e.g., advocacy projects, state foreign language association committee or board, PTA;
- Provides exemplary foreign language instruction in the classroom, e.g., collaborates with the foreign language specialist on interdisciplinary projects

Three copies of the nomination packet including the two letters of nomination and up to five pages of sample supporting evidence should be mailed as one nomination submission by **May 1, 2005** to: Jennifer Roth, Chair, NNELL Award Committee, 410 South 4th Street, Mebane, NC 27301; e-mail: [jroith@chccs.k12.nc.us].

The nomination must include the contact information (mailing address and telephone number) of the individual who is submitting the nomination and the nominee. Award recipients will be notified by August 15, 2004, and the award will be announced at the annual meeting of the National Network for Early Language Learning in November.

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LE GRAND CONCOURS: ELIGIBILITY

One useful way to judge the correct *Concours* level of students in ill-determined categories—home schoolers, foreign students—ask them and their teacher what level of French the students are to take in his/her next course after the *Concours*. Normally, such a student will take the *Concours* one level below next year's anticipated high school French level.

Our proposal to add a college level to the *Concours* 2006 for first and second year college students who begin French in college has received numerous favorable comments. This addition will give the *Concours* precious visibility at the college level, strengthen college level beginning French programs, and notably increase *Concours* enrollments. Two potential difficulties have been identified: (1) how do we deal with institutions on quarter calendars as opposed to semester programs? (2) how can we accurately ascertain that a student has really never taken French before in high school? As to the first question, I am inclined to believe that, by *Concours* time, students who have begun French in the fall will have advanced to about the same point regardless of the calendar of the institution. This does not, of course, settle the case of students who begin French in the winter, spring, or summer quarters, or spring or summer semesters. Here is the proposal:

All College students will be in division U

Semester	Concours Level
1	2
2	3
3	4
4	5

Quarter	Concours Level
1	(none)
2	2
3	3
4	(none)
5	4
6	5

Finally, how do we know accurately whether a student has had previous French courses in high school? Early indications suggest that college students can, in a secure manner, furnish their professor relatively easily a copy of their high school transcript.

George T. Diller
National Chair of Eligibility
[gtdiller@ufl.edu]

LE GRAND CONCOURS

Chers Collègues,

J'espère que le début de l'année scolaire s'est bien passé pour vous tous et toutes et que vous êtes à présent familiers avec le nouvel horaire et les frimousses et noms de vos élèves. Très bientôt, ce sera le moment de penser à inscrire toutes ces jeunes personnes au Grand Concours 2005. Vous le savez sans doute, les informations sur ce concours national de français sont postées sur le site de l'AATF à [www.frenchteachers.org]. Si vous n'êtes pas encore membre de notre organisation professionnelle, ne perdez pas une minute. Notre association permet à tous les professeurs de français de la nation de communiquer et d'échanger des informations très utiles. Remarquez bien que tout professeur de français peut inscrire ses élèves au Grand Concours 2005. Les frais d'inscription sont majorés pour les professeurs non-membres. Le comité de développement des six niveaux du Concours a travaillé assidûment pendant toute l'année pour répéter le succès de 2004. Le Grand Concours n'est plus comme dans le passé une épreuve réservée uniquement «aux meilleurs de la classe».

Les membres du comité, tous enseignants comme vous l'êtes, ont remanié le Grand Concours pour que tous les élèves puissent s'y présenter sans aucun bachotage préalable. Les résultats devraient être alignés avec les résultats que vos élèves obtiennent dans vos classes. En d'autres mots, très peu d'élèves devraient "échouer" au Grand Concours, c'est-à-dire, obtenir moins de 50% de réponses correctes. À cet effet, nous préparons un Certificat de réussite qui sera décerné dans les écoles au cours d'une cérémonie spéciale que vous organiserez sans nul doute pour féliciter tous vos élèves qui ont participé et communiquer à la communauté de parents et d'administrateurs que le français se porte fort bien dans vos classes. Le succès de vos élèves les encouragera sans nul doute à poursuivre leurs études de français.

Continuez donc à être les ambassadeurs de notre belle langue et de sa culture unique. Inscrivez toutes vos classes de français au Grand Concours 2005 aussitôt que possible! Si vous avez des questions ou des suggestions, n'hésitez pas à me contacter à [genevieve@delfosse.com].

Bien amicalement,
Genevieve Delfosse
Comité National de Développement
du Grand Concours

MLA FIELD BIBLIOGRAPHY FELLOWSHIPS

The *MLA International Bibliography* invites applications for field bibliography fellowships.

Field bibliographers examine scholarly materials and send citations and indexing information to the MLA office for inclusion in the bibliography. Fellowships are for a three-year period, beginning 1 July 2005 and ending 30 June 2008; five to ten fellowships will be awarded annually. The MLA seeks scholars of any level of seniority interested in training as field bibliography fellows and able to deliver 100 citations each year. This opportunity is open to potential as well as existing field bibliographers. The MLA will provide materials and training meetings at the annual convention. Fellows attending training sessions will have their conference registration fees waived. On completion of the fellowship, they will receive a stipend of \$500 and a certificate at the awards ceremony during the Presidential Address at the MLA convention. It is hoped that recipients of these fellowships will continue submitting citations throughout their careers. The deadline for application **March 1, 2005**.

The basic criteria for application are: (1) MLA membership, (2) M.A. or Ph.D. in a relevant field, and (3) Access to scholarly materials for indexing.

To apply, send a letter of request including qualifications and reasons for application to the fellowship, and a current resume or c.v. Materials or questions may be addressed to Kati Neiheisel, *MLA International Bibliography*, 26 Broadway, 3rd floor, New York, NY 10004-1789 or E-mail: [kneiheisel@mla.org].

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.

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

75th 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 5/31/05.

FRENCH DAY 2004

French Day has become a tradition for Hinsdale South's French students. In August at the start of school every year, one of the first questions the French 2,3, and 4 students ask is when French Day will be held. The next question is what we will be doing. Some students want to make sure we sing, and others want to dance. Still others want to know if they will be seeing a French feature film as strange as the one I showed the previous year. French is a minority language here, and the students know that they get a special day every year devoted to entertaining French activities, something the other language students do not get.

The making of French Day 2004 started with the end of French Day 2003. How does one better complement an African drumming group (The Djembé Project of Chicago) than with an African dance performance? One of the aims of our French Day activities is to sensitize the students to the existence of French in other regions in the world. We were lucky to find a group (The Mbongi Dance Theater), via an Internet search, that was not terribly far from Chicago. The problem was that it would be expensive to bring a group of seven dancers and drummers to school from Ann Arbor, Michigan. Thus began the round of grant writing and candy sale fund raising.

We are very fortunate that the administration supports our efforts. I always apply for grant money from our Booster Club and the Hinsdale South Foundation, both of which are dedicated to supporting student-centered activities that would otherwise not be funded. Our principal always puts in a good word for us. I have also received AATF Small Grants in the past. This year all three entities blessed us with almost enough money to cover the project for 2004. What was left would have to come from candy sales which we are still conducting. Setting a date is easy. Whatever day the stage is free of a play set is the date for French Day. Since our plays go on back to back, there are few choices. In order to stay in the good graces of the theater department, I am extremely conscientious of leaving all the facilities in better condition than we found them. The gentleman in charge of deaf drama, set construction, lighting, and other technical matters has helped us so much over the years. Who else could come up with an ingenious and simple way to display the large borrowed map of Africa on the stage for the cultural presentation? He also set up an enormous cardboard Eiffel

Tower he had stashed away from years ago. It actually worked well, showing the blending of African and French cultures.

Food is always a focus of the day. Whether we have an outside group or simply present our own activities, we have a breakfast of *croissants* and *chocolat chaud* during first period while the students get their name tags and I take attendance, and then a snack of *tablettes de chocolat* the last period during the prize distribution of buttons and pencils and any other trifles I have been able to procure. A feature film takes up a lot of class time, so this is my opportunity to show something we would not otherwise be able to see in class. We cannot switch lunches, so students are free to stay in the auditorium while others are at lunch. Students are welcome to attend any class they feel they cannot miss, especially if there is a test, but they can stay in the auditorium as well for small group singing and dancing during lunch.

To take care of the various tasks, I recruited volunteers. One student did daily French trivia during the all school announcements. Others put up signs around the building. A committee of hucksters sold French candy during lunch. French Club and National French Honor Society members helped with crowd control and prize distribution. My theater fanatics took care of the dance troupe backstage and in the dressing rooms. Others met the Lyons Township High School group and ushered them to their seats.

This year the local papers sent a photographer, and some of my students who are on the school paper and yearbook staffs took photos, too. We got coverage of the students on the stage dancing with the African performers in both papers, and I hope we appear in the yearbook. I regret that I did not think of getting our audiovisual department to videotape the performance.

In order to share the largesse this year, I invited some neighboring schools to attend the show. Donna Czarnecki brought two busloads of students, so I felt that the AATF funding did double duty. All of us got up on stage for the wild dancing at the end. Even the boys will get up and dance if their crazy teachers do it. What fun!

All our students and the teachers who attended this year's activities would like to thank everyone who helped make French Day 2004 a huge success.

Patricia Olderr
Hinsdale South High School
Darien, IL

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**.

Surf the Web

Visit the AATF Web site at
[www.frenchteachers.org]

All the latest information on:

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

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: _____





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: [rnmemiller@aol.com]; fax:(650) 342-7623.

L'Épiphanie- La Fête des Rois

The twelfth day after Christmas, January 6, is Epiphany or "Kings' Day" (l'Épiphanie ou la Fête des Rois). In many French families, it is celebrated with almost as much festivity as Christmas itself. It represents the day that the three kings, *Melchior, Balthazar et Gaspard*, came to visit the baby Jesus. In France, a party is given for family and friends, and a special cake is baked called *la galette des rois*. In it is hidden a bean, *une fève*, or other small favor, and the person who finds the bean is crowned King (or Queen) for the day. The pieces of cake are distributed by finding the youngest person in the group who, from a spot beneath the table, calls out the names of the guests one at a time to come and choose his or her piece. Here is short play about the Dubois family on *Épiphanie* celebrating with their friends and their naughty dog Médor. Note that the characters may be combined or multiplied depending on the number in your class. Puppets work well! Older students enjoy just a reading, leaving enough time to have a cake for your students.

LES PERSONNAGES:

Papa	Monsieur Chat	Colette
Maman	Madame Oiseau	Grand-mère
Georges	Françoise	Médor
Matthieu	Antoine	

GEORGES	Quelle est la date aujourd'hui?
PAPA	C'est aujourd'hui le six janvier.
COLETTE	Dix-neuf cent quatre-vingt-dix-neuf. (<i>in a "snot-nose" fashion</i>)
GEORGES	Ça suffit! Soyez sages, les enfants!
PAPA	C'est aujourd'hui l'Épiphanie.
COLETTE	Qu'est-ce que ça veut dire?
GRAND-MÈRE	C'est la Fête des Rois.
COLETTE & GEORGES	Super-hyper-génial-extra-cool!
MAMAN	Voilà la galette. Mets la galette sur la table, s'il te plaît.
GEORGES	Oui, Maman.
MÉDOR	Je m'appelle Médor. Je suis le chien de Georges. Je suis méchant. J'ai faim, j'ai faim, j'ai faim! Je meurs de faim! M-m-m-myam. Quel gâteau délicieux. J'adore la galette des rois!
Bring-ring-ring...	
PAPA	Il y a quelqu'un à la porte.
GRAND-MÈRE	Les invités arrivent.
GEORGES & COLETTE	Super-hyper-génial-extra-cool!
PAPA	Ça suffit! Soyez sages, les enfants!
MÉDOR	J'ai faim! J'ai faim!
PAPA	Ça suffit, Médor! Sois sage.
MAMAN	Entrez, entrez.
(Tout le monde se serre la main, s'embrasse, bonjour, salut, etc.)	
MONSIEUR CHAT	Regardez la galette des Rois!
MADAME OISEAU	Comme c'est beau!
MÉDOR	Comme c'est délicieux!
GEORGES & COLETTE	Super-hyper-génial-extra-cool!
PAPA	Qui est le plus jeune?

GRAND-MÈRE	Pas moi!
MAMAN	Pas moi!
MONSIEUR CHAT	Pas moi!
MADAME OISEAU	Pas moi!
FRANÇOISE	Pas moi!
ANTOINE	Pas moi!
MATTHIEU	Pas moi!
COLETTE	C'est moi la plus jeune.
MAMAN	Colette, assieds-toi sous la table.
COLETTE	Oui, Maman, je m'assieds.
GEORGES	Alors, commence!
MÉDOR	Oui, j'ai faim, j'ai faim!
COLETTE	Madame Oiseau.
MADAME OISEAU	Oh, la la. Merci, merci. Non, je n'ai pas la fève.
COLETTE	Monsieur Chat.
MONSIEUR CHAT	Merci, merci. Non, je n'ai pas la fève.
MÉDOR	J'ai faim, j'ai faim!
COLETTE	Grand-maman.
GRAND-MÈRE	Oh, la, la, merci, merci. Non, je n'ai pas la fève.
COLETTE	Antoine.
ANTOINE	Hmmmm. (looks for the biggest piece)
MÉDOR	Vite, vite! J'ai faim, je meurs de faim! (gulps down cake)
FRANÇOISE	Oh, non, c'est trop tard.
MATTHIEU	Médor a mangé la galette!
MAMAN	Médor, tu es méchant!
PAPA	Quelle honte!
MÉDOR	Oui, je suis méchant. Mmmm délicieux! Tiens, qu'est-ce que c'est? (spits out the bean)
COLETTE	Maman, maman! Médor a trouvé la fève!
MATTHIEU	La fève, la fève!
ANTOINE	C'est la fève, Médor.
GEORGES	Tu es le roi, Médor!
TOUS:	Vive le roi! Vive le roi! Vive le roi!

LA FIN

Elizabeth Miller
Crystal Springs Uplands School (CA)

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.

HOW TO CREATE MORE OPPORTUNITIES TO SPEAK FRENCH IN YOUR OWN COMMUNITY

"How can I maintain and improve my French speaking abilities in the suburban Chicago area?" More than four years ago, this question led Sally Lipscomb to start a group called "les Bavards." After learning French while living in Belgium for five years, she wanted the opportunity to con-

tinue using her language skills. The group meets once a month on Wednesdays for dinner. Members are native speakers of French, adults who learned the language while growing up in a French-speaking land and U.S.-born citizens with French classes in their past. Teachers, engineers, attorneys, doctors, inventors, and students mix well together to practice the language. Over 100 people are on our e-mailing list.

Here are some of the things that we have found make a successful group: We have no dues or formal program. We have a free e-mail account for sending announcements and taking reservations. We also have recently added a small blog at [<http://lesbavardsfrancophones.blogspot.com/>].

Our publicity volunteer makes flyers for posting at libraries, coffee houses, book stores and contact newspapers, magazines, foreign language departments in schools and universities, the local AATF chapter, and French, Belgian, Swiss, Luxembourg, and Canadian cultural services for inclusion in their newsletters, as well as Sister Cities organizations. Two articles about the group have appeared in a local newspaper.

Several participants act as an informal board of directors to greet attendees, introduce new members, provide name tags, obtain *les Bavards* business cards to hand out to prospective members, and announce local Francophile and Francophone events to the diners. We have bilingual dictionaries available for reference during the meals. Our group is designed for those who are at least willing to listen in French and to speak as much as they can.

When choosing a restaurant we have found that a separate room for our group is best because of noise levels. The servers prepare separate checks with 15% gratuity included. The location must also have free parking and a variety of menu selections to accommodate different budgets and diets.



Some *les Bavards* members: (from L. to R.) Wanda Sauerman, Birgit Werth, Janine Pefley, Jo Jackson, Janet Evans

In order to facilitate conversation we have tables of six or fewer, in rectangles, not rounds. We have spoken with the owner/manager about the monthly business we will be bringing their way and the possibility of offering special menu items (less expensive, smaller portions, etc.) for the monthly group.

Based on a desire to accommodate our members living more than 5-6 miles away and to attract new members, we started a second group called *Les Bavards du Nord* which meets for lunch, dessert, or coffee one Saturday afternoon per month. It offers a choice to those who have classes on Wednesday evenings, work evenings, or want to spend less time and money than necessary for the Wednesday dinner.

Les Bavards and *les Bavards du Nord* are just one example of many local groups which encourage all French speakers to gather for informal conversation. Other resources are *le Groupe professionnel francophone* which can be contacted at [www.gpfchicago.org], *Alliance française* [www.afusa.org], and a web-automated monthly dining group [<http://french.meetup.com>]. On one Saturday morning a month there is a group at the Glenview Public Library. The Levy Senior Center of Evanston has a morning conversation circle. Claire Stern started a group called *Chantons ensemble* which is now in its fourth year. In addition to giving participants a chance to speak French and to sing in French, this group helps keep the traditional songs alive. For further information, contact [laproflp@earthlink.net].

Janet A. Evans

Chicago/Northern Illinois Chapter

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

www.frenchteachers.org

TEACHER/STUDENT-PRODUCED VIDEO

In cooperation with the American Council on the Teaching of Foreign Languages (ACTFL), SCOLA Educational Television has committed airtime and production resources to the Year of Languages. SCOLA invites educators and students to submit amateur video productions with a Year of Languages message for airing on SCOLA TV. We are looking for a variety of formats and content: (1) Student Cameos--Both simple/thoughtful and creative/high-spirited submissions are needed. Scripted and ad lib pieces are welcome; (2) News and Announcements--What is your school doing in language learning? We would like to produce short segments with your video about class projects; school and community events you are hosting, and humorous items which may motivate others to study languages; (3) Academic Topics--Teachers and advanced students are encouraged to submit serious academic pieces on language learning; (4) Your Ideas--Have a unique idea? All messages which add value to promoting and supporting language study will be considered. Outline your idea in an e-mail to John Millar [jmillar@scola.org] if you would like some feedback on your idea.

Productions are sought from secondary and post-secondary educators and students. K-8 submissions will be considered on an exception basis (space available). Your submission may be made as an individual or as a school. Productions are requested through April 30, 2005. SCOLA begins airing starting February 1, 2005.

Guidelines: media requested is DCD, mini-DV, SVHS, or VHS. SCOLA reserves the right to edit all submissions. Submissions become the property of SCOLA Educational Television. No compensation will be given to submitters or the individuals who appear in the video you contribute to SCOLA. As SCOLA is a 501(c)3 nonprofit corporation, some or all of your contribution may be tax-deductible. Submissions may be mailed to: SCOLA YOL Program, Attn. John Millar, VP of Operations, 21557 270th Street, McClelland, IA 51548.

MEMBERSHIP DRIVE

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

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.

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.

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 _____

35 AATF MEMBERS RECEIVE NATIONAL BOARD CERTIFICATION

This year, the third year National Board Certification has been offered in world languages, a number of AATF members received certification in World Languages. The results were announced in November, and we are pleased to congratulate the following AATF members:

Barbara Aycock (NC)
 Michele Beelman (LA)
 Claudia Bezaka (DC)
 Lynn Chiodo (FL)
 Lesa Clough (AL)
 Sarah Earle (VA)
 Laura Faga (VA)
 Kathryn Fagan (NY)
 Shannon Ferguson (NC)
 Susan McDonald (FL)
 Catherine Hoag (SC)
 Barbara Hoerr (IL)
 Sabrina Keenan (MD)
 Theresa Little Quick (NC)
 Ann Love (SC)
 Peter Luginbuehl (FL)
 Rachel Martin (WA)

Christina Maynor (MN)
 Eugenia McMillan (GA)
 Christy Miller (OH)
 Leslie Anne Moody (FL)
 Randee Pellegrino (FL)
 Leighann Phillips (VA)
 Mary Ellen Radloff (MS)
 Angela Reed (GA)
 Cynthia Richards (OH)
 Jennifer Robinson (OK)
 Marianne Sandberg (IA)
 Karen Vertreese (NC)
 Louise Stanford (SC)
 Louise Stowell (LA)
 Della Thompson (MO)
 Milton Turner (OH)
 Catharine Walters (SC)
 Cammie Williams (VA)

If you are interested in pursuing National Board Certification in 2005, you can find information on the National Board for Professional Teacher Certification Web site at [www.nbpts.org]. We urge all AATF members to take advantage of this rewarding opportunity for professional development and recognition. Congratulations to all these outstanding professionals!

CAFÉ NIGHT

We again held one of our biggest community events for the language department during National French Week, and it was due mainly to an AATF Small Grant. Several years ago, the language department at my school was discussing National French Week and what we could do as a community activity. We decided to have a café night with free food, student entertainment, and a raffle. The first year we had a little bit of food, a few acts, and several articles from the bookstore for the raffle. Each year the event has gotten a little bit bigger, and our funding needs have increased as well. Our school has 270 students. 200 of them as well as family, friends and faculty spent three hours in our student center listening to students perform poetry, skits, songs, and instrumental pieces. At the beginning of the night, we had so much food that there was not enough room to set it all out. Unfortunately, it disappeared in less than an hour.

Students do the preparation the day of the event. They sign up to be decorators, waiters, and cleaners, and performers. We never have to ask for help to prepare for café night, most students ask if they can do more than one thing, and there is always a group that stays behind to help clean.

This year we had a raffle, but it surpassed anything that we had ever done before. A parent went to local businesses and asked for donations. Raffle tickets were the only thing that cost anything during café night, and we were able to raise \$1100 to use as a scholarship for study abroad.

Our thanks to the AATF for making this event a reality for another year, for allowing us to bring our community together and celebrate language, and for also giving us a chance to raise money for a student to experience study abroad.

The man in charge of the student center where we hold the event came to me and said, "next year, let me help you find a bigger place, because this event has become so important and big that you have outgrown this place."

Jennifer Bonn
 Rabun Gap Nacoochee School (GA)



2005 Central States Conference
 A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Ohio Foreign Language Association



March 10-12
 Hyatt Regency Columbus
 Columbus, OH

For more information, contact:
 Patrick T. Raven, Executive Director
 Central States Conference
 P. O. Box 251, Milwaukee, WI 53201-0251
 Phone: 414-405-4645
 FAX: 414-276-4650
 CSCTFL@aol.com
 www.centralstates.cc



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)

PERFORMANCE OF *GEORGE SAND ET GUSTAVE FLAUBERT: CONVERSATIONS ÉPISTOLAIRES* AT WHITTIER COLLEGE

About 250 Francophiles of all ages celebrated the bicentennial of the birth of George Sand as a kickoff event for National French Week 2004 at Whittier College. Like the previous year, our audience came from all parts of the greater Los Angeles region. Actor and director Claude Beauclair, who heads the Paris-based theater group *Inter-Europe Spectacles*, led this performance brilliantly along with actress Françoise Majoret.

This event marked one of the highlights of the sixth celebration of National French Week in the area. It was free to the public and advertised in the print media as well as on the Internet on the Whittier College homepage, the Cultural Events page of the French Consulate in Los Angeles and its mailing list, the Shannon Center Web site, the *Alliance française* of Los Angeles, and my personal Web site. This event was also advertised through the Southern California AATF Chapter mailing list and in local newspapers. This campaign attracted many Francophiles to our celebration. The crowd consisted mainly of students and professors from high schools and universities as well as of members of Los Angeles Francophile associations. Many of them had attended a performance at Whittier College for *National French Week* in previous years.

Among the comments received from attendees:

I think every year that this is one of the best things arranged for this community in the whole LA basin. As usual, a former student of ours who teaches in the Paramount area, brought his high school students, and I saw others as usual from area high schools and community colleges. There's just nothing else this side of Paris that can impress kids like this—what French culture is ultimately all about, putting raw human experience into elegant, eloquent, and moving language.

What an enchanting evening—I felt like a fly on the wall in the same room as Sand and Flaubert and was able to live several precious and historic moments with them. Not only was the correspondence theme superbly executed, it was extremely informative, I know I will be able to use the information (as well as the *dossier pédagogique*) on your Web site for my classes. What a fun evening! You know, the announcement of *Huis Clos* next year is like icing on the cake because it is on the AP reading list and

the kids will be so fortunate to be able to participate in a real French play. It is so difficult to find live events in French in Southern California.

Just a short note to reiterate how much we enjoyed the show last night. A superb performance! This is the third year that I have managed to integrate the "Whittier Experience" in my syllabus. I was particularly delighted with the *dossier pédagogique* which allowed me—through content and grammar—to substantially enhance the enjoyment of these fifth semester students (future *professeurs de français?*). Not only an evening of "real" French immersion, but a truly educational experience.

This celebration owes a great deal of its success to the enthusiasm, support, and philanthropy of several groups. The Office of the Dean at Whittier College, the AATF National Office, and the Southern California AATF Chapter were instrumental through their generosity. Additionally, Whittier College participated through the Department of Modern Languages and Literatures. The College's Public Relations' office and Associate Director for Advancement Research & Information were also extremely efficient in advertising this event on the front page of the Whittier College homepage and in the local media. Finally, David Palmer, Production Coordinator and Theater Manager of the Shannon Center, worked hard to allow us to have the theater at such a busy time. David Palmer even thinks of including a French speaker among the technical assistants so as to allow better communication with the actors. Claude Beauclair was very pleased with their fine job. Our guests' enjoyment and enthusiasm, coupled with all the positive feedback following the show, make me look forward to next fall's planned performance during French National Week 2005! *Vive la Semaine du Français!*

Marie-Magdeleine Chirol
Whittier College (CA)

AATF OUTSTANDING HIGH SCHOOL SENIOR IN FRENCH AWARD

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

To qualify for the award, a student must:

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

Only one student per school per year will be accepted.

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

The nomination form is on page 28 posted on the AATF Web site.

ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at

www.languagepolicy.org

CALENDAR OF EVENTS

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 17th 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: [abrate@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].

ILLINOIS COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES CONFERENCE, October 20-22, 2005, Lisle, IL. Information: e-mail: [ictfl@ictfl.org].

FEDERATION OF ALLIANCES FRANÇAISES, USA ANNUAL MEETING, October 27-29, 2005, San Francisco, CA. Information: Tel. (800) 6-FRANCE; e-mail: [federation@afusa.org]; web: [www.afusa.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].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 18-20, 2005, Baltimore, MD. Information: Mary Lynn Redmond, NNELL, P.O. Box 7266, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; web: [www.nnell.org].

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

www.frenchteachers.org

CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 77, No. 5 (April 2004).

Les activités se trouvent à la page 00.

- I. 1. depuis; 2. pendant; 3. depuis; 4. depuis; 5. pendant
- II. 1. tape à l'œil; 2. à toute berzingue; 3. est borné; 4. as la pêche ou: tu as la frite; 5. n'en rajoute pas
- III. 1. non; 2. non; 3. non; 4. non; 5. oui
- IV. 1. après nous être maquillées
2. après
3. après que la cloche aura sonné
4. qu'après avoir mangé
5. après que son agent a eu signé le contrat
- V. 1. à semelles compensées; 2. s'échelonne; 3. retombe sur le paletot; 4. casse-cou; 5. nouer; 6. se démarquer; 7. pattes d'éléphant; 8. rigolote; 9. se teindre; 10. accordent

Note de rappel: Pas de subjonctif dans les subordonnées avec après que: la faute est extrêmement répandue en France, hélas.

**CELEBRATE
NATIONAL FRENCH
WEEK: NOV. 2-8, 2005**

*Take French out of the
classroom and into the
community!*

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^{er} janvier 1804.

REMINDER: IMPORTANT DEADLINES AND DATES

February 1, 2005	Deadline for Submission of Nominees for AATF Dorothy Ludwig Excellence in Teaching Award (see November 2004 National Bulletin)
February 21, 2005	Deadline for sending FLES Poster Contest entries to chapter presidents (see page 27)
February 21-28, 2005	FLES (grades 1-6) <i>Grand Concours</i> (see page November 2004 National Bulletin)
March 1, 2005	Deadline for applications for AATF Summer Scholarships (see page 23) Deadline for applications for 2005 AATF Small Grants (see page 24) Deadline for nominations for AATF Vice-President and President-Elect (see pages 6 and 13) Deadline for submissions for a number of MLA books prizes (see page 8)
March 3-22, 2005	<i>Grand Concours</i> (see page 37)
March 15, 2005	Deadline for applications for the Walter Jensen Scholarship (see page 39)
April 1, 2005	Deadline for submissions for a number of MLA books prizes (see page 8)
May 1, 2005	Deadline for submissions for a number of MLA books prizes (see page 8)
July 7-10, 2005	AATF Convention in Quebec (see page 8)
August 1, 2005	Deadline for submissions to <i>French Review</i> special issue on cinema (see page 37)

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.

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



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