



## FROM THE PRESIDENT



Margot M. Steinhart

### Launching a New School Year

For teachers, fall has the feeling of rejuvenation, anticipation, and pleasure associated with carrying out what we love doing: working with students and introducing all of the materials that we have collected or created over the summer. The poets and crooners may talk about the delights of spring as the time for awakening of emotions and for delighting in thoughts of the ensuing season, but we have all of that when we return to our classrooms in August or in September.

### AATF in Quebec

Inspiration for our year ahead can come from what we absorb during conferences, such as the AATF convention in Quebec City in July. The advantage of a summer convention is that most attendees have the luxury of more time after the convention to pursue ideas presented during workshops and sessions or even during informal time spent with other French-teaching attendees before they head back to the classroom. Did any *congressiste* return home without purchasing any books, movies, or music while in Quebec? So many possibilities emerged effortlessly during conference times—ideas for introducing Francophone literature, music, and culture, for teaching strategies, for promoting and advocating for French and foreign languages, for connecting to other colleagues with similar interests and concerns, and opportunities for more professional involvement. All 850+ attendees at the Quebec convention left with a buoyancy and with a renewed confidence in teaching French that was palpable

in the exhibit area, in the elevators, and at the receptions and meal functions.

### AATF in Milwaukee

With the same enthusiasm that I anticipated the Quebec convention, I am now looking forward to the AATF Convention in Milwaukee, July 5-8, 2006. Located on Lake Michigan's western shore, about 90 minutes north of Chicago, Milwaukee is positioned in the southeast corner of Wisconsin, a state enriched by its French past. Milwaukee will be hosting Summerfest, called the largest music festival in the world, during our meeting. Summerfest, held for ten nights on festival grounds on the lake, culminates every evening with fireworks. Our organizing committee in Milwaukee has already planned an evening reception with visits to the galleries in the Milwaukee Museum of Art. The MMA's architectural addition in 2001 is a work of art itself: the Quadracci Pavilion, the first Santiago Calatrava-designed building in the U.S., features a 90-foot-high glass-walled reception hall enclosed by the Burke *Brise Soleil*, a sunscreen that can be raised or lowered creating a unique moving sculpture. One special exhibit, "Géricault to Cézanne: Nineteenth-Century French Prints," will be on display during our convention. For those with enthusiasm for markets, why not start Saturday morning at the East Town Farm Market in historic Cathedral Square Park where fresh produce, potted plants, artists, crafts people, food vendors, and children's entertainment along with free jazz concerts, abound?

### Literature and Cinema in 2006

One of the prominent themes of the 2006 AATF Convention is Francophone cinema. Azouz Begag, author of 20 books, perhaps best known for his autobiographical work, *Le Gone du Chaâba*, which became a film in 1997, will be a featured speaker at the Milwaukee convention. Begag, born in France of Algerian parents, was recently appointed *Ministre délégué à la Promotion de l'égalité des chances* by French Prime Minister Dominique de Villepin. Begag will address participants on his work in this post as well as on his literary contributions. We will hold round tables on cinema and film studies in addition to sessions that address

interests in linguistics, language acquisition, society and culture, pedagogy, curriculum, articulation, standards and assessment, literature, music, promotion, advocacy, French for business and international purposes, and professional development. Sessions address the needs and interests of our entire membership, regardless of teaching assignment, and for both retirees and for practicing colleagues. The call for proposals will be available on the AATF Web site beginning October 1, and submissions will be accepted through December 15, 2005.

Michèle Bissière (University of North Carolina–Charlotte) announces in this issue (see page 35) the AATF Book Club selection for 2006: Literature and Cinema. One of the three selections is Azouz Begag's book *Le Gone du Chaâba*. In addition, the May 2006 issue of *The French Review* will be devoted to cinema.

### Welcome to Student Members and New Teachers

One of our association's missions is to support our new colleagues and those pre-

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paring for a career as teachers of French. At the request of a graduate student, Tina Hargaden, Portland State University (OR), we organized a breakfast for graduate students and for new teachers in Quebec to discuss topics of interest and opportunities that the AATF can offer this cohort. This meeting marks the beginning of a concerted effort to provide a supportive locus for these colleagues. One of our challenges is to reach students in undergraduate and graduate programs while they are still in a post-secondary setting. We encourage our members who teach at the post-secondary level, whether or not they are involved with teacher education, to familiarize their students with the AATF and the valuable resources that it offers. Cooperating teachers for student teachers in the K-12 levels also have an important role to play. Post-secondary students are eligible to apply for the Walter Jensen Scholarship for study during the academic year in a Francophone country. (See the AATF Web site for additional information: [www.frenchteachers.org]) We will again offer one year complimentary membership to students whose proposals are accepted for the 2006 AATF Convention in Milwaukee. As the result of a competitive evaluation, three of these presenters will be reimbursed for their convention registration. The sessions in which they participate may be proposed solo or with a university professor or a K-12 cooperating teacher. (This year's winners will be announced in the November issue of the *National Bulletin*.) To connect to this initiative focused on the needs and interests of our student members and new teachers, please contact Tina Hargaden [thargaden@comcast.net] or Susan Colville Hall, Chair of the Commission on Teacher Professional Standards [colvill@uakron.edu].

The AATF *Tête-à-Tête* project of mentoring and collegial sharing invites students and new teachers, as well as veteran teachers, to join this initiative designed to support members in the challenges and successes they experience in the classroom. This program is under the auspices of the AATF Commission on Articulation, chaired by Suzanne Hendrickson [sue.hendrickson@asu.edu].

### Taking Stock of the Profession

What are the issues facing our profession as we begin the 2005-2006 school year? No Child Left Behind mandates? Dwindling resources for foreign language programs in our schools and post-secondary institutions? Recruiting students to study French? Preparing sufficient numbers of candidates to replace French teachers who have or will be retiring? Countering Francophobia in the media or in our

communities? Designing curriculum and assessment that address the cultural, linguistic, research, security, and economic needs of our population? Articulating curriculum that creates a seamless progression of skills and content knowledge in the K-16 sequence with appropriate assessment? Developing leaders to advance the profession during the next 30 years? Yes, all of these, and many more challenges and opportunities face us in 2006. As an association, through our collaborative work with other professional associations and through the projects of our commissions, AATF is striving to help French teachers be more effective and efficient in providing responses.

### French Is Not in Decline but Is Changing

One of the observations made by Jean-Benoît Nadeau and Julie Barlow, co-authors of *Sixty Million Frenchmen Can't Be Wrong*, during the key note address of the convention in Quebec was that French is not in decline but it is changing. (See the text of the speech on the AATF Web site and their interview published in the April 2005 issue of the *AATF National Bulletin*.) They offer examples of French as a language that does not automatically pass through Paris for its legitimacy but that has its own authority in various parts of the world. The presence of *la Francophonie* expands the frame of reference and confirms a standing for French in its various linguistic and cultural forms that have their own value and vitality. The journalistic pair also questions the

concept of the purity of the French language and asserts that the Golden Age of French did not reflect the French spoken by three quarters of the population in France. Their research on the evolution of the French language to be published soon as *The Story of French (L'Aventure de la langue française)* suggests that teachers of French and Francophiles should not be pessimistic about the future of French in the world, but should realize that *la Francophonie* is following some of the same patterns that have made English such a dominant language today. We should, therefore, not be discouraged by the challenges that face our profession, but we should take hope. If we are to embrace the theme of the 2005 AATF Convention "Le Français, langue de la diversité," our mission should be one of acquainting our various publics with the linguistic diversity apparent in the French-speaking world and with the need of Americans to view the French language in a much broader context than they typically have done. Is this one strategy for addressing some of the issues that face our profession now?

I wish all members a productive and satisfying year. We have contributions to make, and solidarity is our vehicle for reaching those goals.

*Margot M. Steinhart*

Margot M. Steinhart, President  
[m.steinhart@sbcglobal.net]

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*Editor:* Jane Black Goepper, Cincinnati, Ohio

*Reading Committee:* Therese C. Clarke, Dept. of Modern and Classical Languages, Buffalo State University, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous invite en ce début d'année scolaire à profiter des services que l'AATF offre et à faire votre part de la promotion du français dans votre école et dans votre ville.

Ceux d'entre vous qui ont eu la chance d'assister au congrès annuel de l'AATF à Québec ont déjà pu profiter d'un excellent programme où il y avait quelque chose pour tous les goûts. Plus de 850 participants, intervenants, exposants et visiteurs ont rempli l'Hôtel Hilton et parcouru les rues de Québec pendant quatre jours. De la recherche littéraire, linguistique et culturelle jusqu'aux applications les plus directes pour la salle de classe, des collègues ont partagé leur savoir et leurs découvertes au grand profit de l'assistance. Vous pouvez lire le compte-rendu du congrès à la page 5. Je vous invite à ne plus manquer une pareille occasion de fêter avec nous la langue française et toutes ses cultures et à soumettre une proposition pour une intervention au prochain congrès de l'AATF, le 79<sup>ème</sup>, qui aura lieu du 4 au 8 juillet 2006 à l'Hôtel Hyatt de Milwaukee. Le lieu nous permettra d'explorer nos racines françaises bien implantées sur les côtes des Grands Lacs.

Parmi les autres activités de l'AATF que vous verrez citer dans ces pages, j'aimerais vous signaler les suivants:

- C'est année marque la 7<sup>ème</sup> fois que nous avons célébré la **Semaine du Français**. Vous avez tous reçu une nouvelle affiche pour 2005 et 2006 dans le *National Bulletin* du mois d'avril. Si vous désirez d'autres copies ou d'autres articles promotionnels que nous avons préparés pour vous aider à sortir le français de la salle de classe, vous pouvez les commander en utilisant le formulaire à la page 34. Il est essentiel que chacun fasse sa part pour promouvoir le français au sein de l'école et, si possible, dans la ville. N'hésitez pas à impliquer d'autres professeurs, francophiles actuels et potentiels, conseillers, membres de la commission scolaire, élus et commerçants locaux, membres de la communauté artistique de votre ville, tous ceux susceptibles d'apporter une contribution à la promotion du français ou, mieux encore, à en tirer quelque chose.
- **Documents promotionnels:** Afin de vous aider dans vos démarches promotionnelles, l'AATF produit un nombre de documents ciblant différents publics: dépliants (voir page 20), vidéos (voir page 30) et autres articles (voir page 38). De plus, nous produisons des documents pédagogiques qui pourraient

également avoir une valeur promotionnelle comme le *Calendrier perpétuel* ou la série d'affiches "Parlez-vous...."

- Si vous cherchez à partager votre vie professionnelle avec un collègue plus ... ou moins expérimenté que vous, contactez les responsables de l'initiative **Tête-à-Tête** (voir page 36). Il s'agit d'un groupe de collègues qui cherchent à partager problèmes, solutions, conseils, encouragements.
- **Advocacy Depot:** Sous la direction de "Tennessee Bob," l'AATF a lancé un programme de défense du français où nous cherchons à créer au niveau des chapitres une base de données en ligne contenant ressources statistiques, liens utiles, contacts institutionnels et conseils pratiques pour convaincre des administrateurs, recruter des élèves et rassurer les parents (voir page 7).
- **Bourses, subventions et prix:** L'AATF offre chaque année de nombreuses ressources pour la formation continue de ses membres. Chaque été, nous décernons une vingtaine de bourses pour des programmes de formation dans des pays francophones (actuellement Belgique, France, Québec—page 27). Chaque année, nous distribuons jusqu'à 10.000\$ en subventions pour différents projets locaux (page 33). Et nous avons de nombreuses façons de récompenser élèves (AATF *Outstanding Senior Award*, *National French Week Contests*—page 24, *FLES\* Poster Contest*) et collègues (*Excellence in Teaching Award*, *Administrator Awards*—page 29).
- La **Société honoraire de français** est un moyen de promouvoir le français en mettant en évidence l'excellence de vos élèves. Si vous n'avez pas encore de chapitre dans votre école, songez à en former un cette année. (Voir pages 7 et 44).

En somme, l'AATF cherche à défendre le français au niveau national mais également à fournir les outils nécessaires pour le défendre au niveau local, pour enrichir vos classes avec des documents disponibles nulle part ailleurs et à vous offrir des possibilités de formation professionnelle.

Je vous signale aussi que nous avons des élections tous les automnes. Cette année, nous élirons comme toujours un vice-président et trois représentants régionaux (Régions II, VII et IX). Mais ce qui n'arrivent que tous les 3 ans, nous élirons aussi un nouveau président qui prendra

ses fonctions le 1<sup>er</sup> janvier 2007. Chaque membre actif de l'Association recevra des bulletins de vote avec son appel de cotisation début octobre. La date limite pour rendre ces bulletins est le **1<sup>er</sup> novembre 2005**. Nous vous invitons à exprimer votre volonté en retournant ces bulletins le plus rapidement possible.

Le congrès de Québec a marqué mon 9<sup>ème</sup> congrès en tant que Secrétaire générale. Il est vrai que les problèmes auxquels les professeurs de français à tous les niveaux doivent faire face ont évolué et peuvent paraître de plus en plus menaçants. Par contre, je n'ai jamais vu mes collègues si motivés pour clamer haut et fort que l'étude du français est non seulement toujours valable mais essentielle. Je vous encourage à partager vos expériences avec d'autres membres de l'AATF en participant aux activités de chapitre, en parlant de l'AATF à vos collègues non-membres, en assistant au congrès annuel et surtout en profitant des produits et services que nous offrons. Si vous vous sentez en difficulté, faites appel à des collègues qui pourraient vous aider. Si vous avez surmonté un défi qui menaçait votre programme, dites-nous comment vous avez gagné ce pari. Si vous êtes en pleine campagne pour défendre votre programme, confiez-vous à des collègues qui pourraient vous seconder. Si tout marche à merveille, partagez votre expérience pour que nous puissions en faire part à d'autres.

Je voudrais me servir de ces dernières lignes pour remercier une collègue et amie qui vient de quitter son poste après quatre ans de service dévoués à la cause du français. Chantal Manès, Attachée culturelle à l'Ambassade de France à Washington, est devenue l'une des plus fidèles collaboratrices de l'AATF pendant son séjour chez nous. Nous avons pu travailler avec les mêmes objectifs, et ensemble nous avons fait face à l'énorme course à obstacles qui était le congrès mondial d'Atlanta. Ce travail professionnel s'est doublé d'un respect et d'une franchise exceptionnels qui se sont transformés en une grande amitié qui durera bien après la fin de cette collaboration officielle. Chantal avait l'intention de se joindre à nous lors du congrès de Québec, et un conflit de dernière minute a empêché sa participation, mais elle nous a chargé de dire à tous les membres de l'AATF combien elle a apprécié leur dévouement au français, leur amitié et leur esprit de collaboration. En tant que membre honoraire de l'AATF, elle reviendra sûrement nous voir. En même temps que nous lui disons au revoir, nous souhaitons la bienvenue à son successeur.

Jayne Abrate  
[abrate@siu.edu]

# A MESSAGE FROM PRESIDENT BUSH



THE WHITE HOUSE  
WASHINGTON

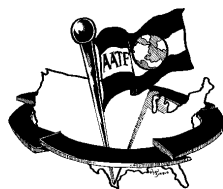
August 9, 2005

I send greetings to those celebrating National French Week 2005, presented by the American Association of Teachers of French.

America's schools should be places of learning and achievement, reflecting our belief in the possibility of every student. Through creative programs such as festivals, contests, and cultural immersion, the AATF promotes French language education and teaches young people valuable skills. Your efforts encourage cultural understanding and foster academic excellence among our students.

I appreciate the teachers of AATF for helping our youth gain the knowledge they need to succeed. Through education and awareness, we can enhance cooperation among nations and help ensure a more peaceful world for future generations.

Laura and I send our best wishes on this special occasion.



## 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](http://www.frenchteachers.org)] pour d'autres renseignements.

## AATF-SPONSORED SESSIONS AT ACTFL

The AATF will again sponsor six sessions at the 2005 ACTFL Convention which will take place November 18-20 in Baltimore.

- "The Inter-organizational and Inter-professional Imperative for Language Advocacy" presented by Robert Peckham, AATF Vice-President, University of Tennessee at Martin; Jayne Abrate, AATF Executive Director, Southern Illinois University; Joyce Beckwith, Chair, AATF Commission for the Promotion of French, Wilmington High School (MA), and Barbara Ransford, AATF Vice-President, Camden Fairview High School (AR)
  - "Cinema and the AATF Book Club" presented by Michèle Bissière, Chair 2006 AATF Book Club, University of North Carolina-Charlotte; Alan Singerman, Davidson College (NC); Kathryn Murphy-Judy, Virginia Commonwealth University; and Tama Engelking, Cleveland State University (OH)
  - "Fabulous, Fascinating French!" presented by Harriet Saxon, Chair, AATF FLES\* Commission, Pierrepont School (NJ); Jacqueline Friedman, Horace Mann School (NY); and Diane Paravazian, St. John's University (NY)
  - "Coming Together to Celebrate National French Week" presented by Joyce Beckwith, Chair, AATF Commission for the Promotion of French, Wilmington High School (MA); Therese Sullivan Caccavale, Holliston Public Schools (MA); Janel Lafond-Paquin, Chair, AATF Commission on Middle Schools, Rogers High School (RI), Gladys Lipton, AATF Past-President, National FLES\* Institute (MD); Nancy Gadbois, Co-Chair, AATF Commission on Student Standards, High School of Science & Technology (MA)
  - "Questions about the NBC Process: National Board Certified Teachers of French Tell Their Story" presented by Susan Colville-Hall, Chair, AATF Commission on Professional Teacher Standards, University of Akron (OH); Davara Potel, National Board Certified Teacher, Solon High School (OH); Andea La Combe, National Board Certified Teacher, William Penn High School (DE)
  - "Using Technology to Connect to Other Disciplines in the French Classroom" presented by Jayne Abrate, AATF Executive Director, Southern Illinois University
- For more information go to the ACTFL Web site at [[www.actfl.org](http://www.actfl.org)].

# HIGHLIGHTS OF THE AATF ANNUAL CONVENTION IN QUEBEC CITY



Following two days of Executive Council meetings, including an evening spent stuffing *mallettes*, the 78<sup>th</sup> annual AATF convention officially opened on Thursday, July 7 at the Hilton Hotel in Quebec City. Those who had carefully perused the May issue of the *French Review*, devoted to French-speaking Canada and for which the AATF received a subsidy from the *Ministère des Relations internationales du Québec*, read the welcome letters from Jean-Paul L'Allier, mayor of Quebec City, and Monique Gagnon-Tremblay, *Vice-première ministre et Ministre des Relations internationales du Québec*, which were reproduced in the convention program. AATF President Margot Steinhart welcomed attendees to the convention, and Christopher Pinet, Editor in Chief of the *French Review*, introduced keynote speakers Jean-Benoît Nadeau and Julie Barlow, journalists and authors of *Sixty Million Frenchmen Can't Be Wrong* and *Les Français aussi ont un accent*, who provided their insights on the evolution of the French language in the world. The opening session was followed by a Welcome Luncheon, attended by over 200 people, at which the guest of honor was Mme France Hamel, representing Mme Gagnon-Tremblay. She welcomed the AATF to Quebec City and delighted the audience by announcing that the six scholarships provided by the government of Quebec to AATF members in honor of the 2005 convention would be continued in 2006. In addition, the ISE Year of Languages Award was presented to Mimi Hagedorn (KY) (see page 31). Chapter President Maureen Motsinger accepted the award on behalf of Mimi who was unable to be present and read her acceptance remarks. An afternoon of breakout sessions culminated in the reception, co-sponsored by the AATF and the Cultural Service of the French Embassy in Washington, marking

present to publicize their products and services to attendees.

Already more than 150 AATF members



Left to right: AATF Executive Director Jayne Abrate, artist Paulette Foulem-Girardin, AATF President Margot Steinhart

and their guests had had the opportunity on Wednesday evening to experience a pre-convention evening of dining and dancing at a *Cabane à sucre*, an excursion organized by Jumpstreet Tours. On Thursday evening, *Voyages Tour Étudiant* treated 200 participants to a visit of the *Côte de Beaupré* with stops at the *Basilique Ste. Anne de Beaupré* and dinner at an historic mill. *Voyages Tour*

the opening of the exhibit hall. Companies and schools from the U.S., Quebec and the rest of Canada, France, and the United Kingdom (find out more about these companies on the AATF Exhibitor Web Page at [www.frenchteachers.org]) were

*Étudiant* also sponsored one of several coffee breaks for attendees.

Friday and Saturday were devoted to the majority of the sessions and workshops on topics ranging from cinema, literature, teaching techniques, business French, assessment, and professional development to advocacy, promotion, and recruitment (The complete program can be found on the AATF Web site). Special recognition should go to Region I Representative Myrna Delson-Karan who organized a session with *québécois* authors Denise Boucher and Michel Garneau, co-sponsored by the FIAP Jean-Monnet and the *Union des écrivains du Québec* (see page 16) as well as the first AATF Book Club session which was devoted to the literature of Quebec. Region III Representative David Graham organized a music round table featuring singer Danny Boudreau, lyricist Roger Tabra, and Dominica Merola (see page 44 for information on the performers' Web sites). Other special sessions and meetings included a promotion Swap Shop organized by Joyce Beckwith, Chair of the AATF Commission for the Promotion of French, Regional Round-ups with the nine AATF regional representatives, sessions by AATF Past-Presidents Jean-Pierre Piriou, Gladys Lipton, and Rebecca Valette, exhibitor sessions, commission sessions, as well as meetings of graduate students and new teachers and sponsors of the *Société honoraire de français*. Organizational meetings throughout the convention also involved the chapter presidents, National French Contest Administrators, chairs of the twelve AATF commissions (see page 32), and a *French Review* Editors' Luncheon, presided by Editor in Chief Christopher Pinet.



The AATF Executive Council





As is traditional at AATF conventions, members of the American Society for the French Academic Palms enjoyed a luncheon, presided by its President, Jean-Pierre Piriou.

At the end of the day on Friday, participants had the opportunity to compete in a *dictée* organized by Marie-Simone Pavlovich and David Lebel. Winners, announced at the Delegate Assembly on Saturday, received books. (See the list of winners on page 28.) Also on Friday evening, the *Ministère des Relations internationales du Québec (MRIQ)* and the *Université Laval* sponsored a reception for attendees, held at *l'Observatoire de la capitale*. Special thanks to Yanick Godbout, *conseiller à la Direction États-Unis du MRIQ*, for his help in organizing this convention as well as to both Yanick and Francine Blackburn from the *Université Laval* for organizing the reception. Two groups of participants also attended an evening theater workshop sponsored by Jumpstreet Tours.

Exhibits remained open all day Friday and until noon on Saturday. Many exhibitors donated wonderful prizes, including materials, scholarships, stays and excursions

which were awarded in a Saturday morning raffle, expertly coordinated by AATF staff member Amy Hanson, with help from Jennifer Ramirez, who also ran the AATF Exhibit Booth and handled public relations photos. Thanks to Region II Representative Jean-Pierre Berwald for performing announcer duties.

Throughout the day on Friday and Saturday, bus tours took participants on a two-hour visit of the city. Jumpstreet Tours, which sponsored these tours, has donated the proceeds which will fund two scholarships for AATF members to return to Quebec in 2006 (see preliminary announcement page 28).

Saturday afternoon, the official AATF delegates met at the annual Delegate Assembly to ratify decisions made by the Executive Council. In addition to announcing winners of the *Dictée*, special guest at the Assembly was Jorge Rodriguez Iglesias, from the University of Havana, Cuba. He spoke to the delegates about the teaching of French in Cuba.

The culminating event of the convention was the Awards Banquet on Saturday evening. (See the list of honorees on page 42.) In addition, we welcomed four new Honorary Members (see page 27) and recognized our outgoing Executive Council members. Those who did not have early return flights were able to enjoy a number of sessions and workshops on Sunday morning. Finally, the last official activities of the program on Sunday, July 10, were the

noontime departures of an afternoon tour of the *Île d'Orléans* and a three-day visit to the Saguenay region organized by the *Université du Québec à Chicoutimi*. Special thanks to Pierre Lincourt and Éric Renald for their work on this excursion.

The AATF would like to express its gratitude to Paulette Foulem-Girardin. An Acadian artist, born in Caraquet, New Brunswick, Paulette graciously allowed us to use her painting, *Métis*, as the emblem of the convention. The image captured the theme of the

convention, "Le Français: langue de la diversité," and was used on the program cover, *mallettes*, and souvenir T-shirts.

Each evening, participants were able to stroll through the streets of Quebec, taking in outdoor concerts of the *Festival de musique*, dining out, enjoying street performances, shopping, and reveling in the Francophone atmosphere of this historic city. In short, 850 participants, including 70 Canadian teachers attending a summer program sponsored by the University of British Columbia which offered two scholarships to AATF teachers (see scholarship winners on page 35), were able to enjoy 194 sessions and workshops, more than 70 exhibits, guest speakers from the Joint National Committee for Languages, the *Association internationale des études québécoises*, the Canadian Association of Second Language Teachers, *l'Association canadienne des professeurs d'immersion*, the *Commission Amérique du Nord*, and the *Association des professeurs de français des universités et collèges canadiens*, as well as several exciting excursions. The AATF would like to welcome Administrative Assistant Darla Macaluso who made it through her first AATF convention unscathed and managed to stay on top of all the many details and the paperwork, and demonstrated the public relations skills necessary to ensure a successful convention. AATF staff members were aided in their work by the wonderful personnel of the Hilton Quebec, CORPAV Audiovisual Services, *Poitras Services de décoration*, and Mendelssohn-Livingston transportation and customs services. The AATF would like to thank the speakers, exhibitors, and sponsors without whom the convention could not happen, and especially the government of Quebec for their support of this event.



Left to right: Sylvie Lachance, Secrétaire adjointe à la Francophonie canadienne; Ginette Chenard, Directrice États-Unis, MRIQ; AATF Executive Director Jayne Abrate; Yanick Godbout, Chargé des affaires éducatives aux États-Unis, MRIQ; France Hamel, Députée à l'Assemblée nationale du Québec; AATF President Margot Steinhart.



## PREEMPTIVE STRIKE: THE AATF WORKS TO PRESERVE CHOICE FOR OUR KIDS

Advocacy, in most dictionaries, is the act of pleading or arguing in favor of something; giving active support for an idea, person, policy cause, or program. In the case of educators, it generally occurs as a reaction to a program cut or plans to cut a program, and you do it because you have to.

It should be pretty obvious that begging for a program extension or assailing a government office with protest letters are both strategies with a very limited shelf life, although they must often be done. In order to keep the forces opposing a program at bay or to neutralize them, you have to have the breadth and depth of information to develop a number of different arguments, and thereby be able to advocate on several fronts, geographically, polemically, temporally, etc. In the absence of ready-made arguments, battles are waged again and again by a group of increasingly work-worn volunteers who are continually reinventing the wheel.

The AATF is putting in place the components of a permanent campaign to save existing French programs and to encourage the formation of new ones. This project requires state and national information about the relevancy of French and recruitment of highly motivated volunteers from among members, non-member French teachers, non French teachers, students, parents, even Francophones and Francophiles from the business and political communities. Indeed, the program is built on the expectation of rich human interaction (inter-professional where possible), but it is highly information dependant.

A passionate argument without practical, useable, and pertinent information can be neither effective nor compelling. The same can be said about practical, useable, and pertinent information without a passionate argument. We need ready-to-use or easily accessible information sources, and we need passionate allies of French who will use this information.

In order to fight against Francophobia, agoraphobia, depleted budgets and indifference, we must use "weapons of mass instruction" in advance to minimize the chance of confusion when we are actually threatened. Here, the Internet plays an essential role in gathering and disseminating powerful information for the advocacy of French Language and Culture programs in the U.S. The plan is outlined and information gathering initiated through a national hub site.

Ideas for French Language & Culture Advocacy in the U.S. [[www.utm.edu/staff/globeg/advofr.shtml](http://www.utm.edu/staff/globeg/advofr.shtml)] and state-specific Web

pages, such as "Wisconsin Needs French," "New York Needs French," "Tennessee Needs French," "Illinois Needs French," and others in the pipeline are now or will soon be available.

We now have appointed chapter advocacy liaisons in the following states: Arizona, Georgia, Idaho, Iowa, Illinois, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, New Hampshire, New Mexico, New York, North Carolina, Ohio, South Carolina, Tennessee, Texas, Virginia, Washington, DC, Wisconsin, and a designated webmaster in California. In the case of multi-chapter states, only New York has more than one chapter on board. We need all of it to come together this year in order to capitalize on the momentum created by "National French Week" and "Year of Languages" activities.

A number of six to twenty-five page information packets called "AATF State Advocacy Fact Packs" have been created and sent out to liaisons in states mentioned, to chapter presidents, to individual teachers, or to parent groups. These are intended to be incorporated, along with local information from allies on site, in state-specific Web pages with the kind of information that really matters to local decision makers.

Since many members still ask what an AATF chapter advocacy liaison does, it is worth repeating the expectations:

- (1) Work with other chapter members or with other chapters in your state to make available state-specific advocacy materials on a Web page;
- (2) Organize information pertinent to the status of French in your chapter. This might include some of the answers to queries in the district and state profile lists from Ideas for French Language & Culture Advocacy in the U.S. [[www.utm.edu/staff/globeg/advofr.shtml](http://www.utm.edu/staff/globeg/advofr.shtml)];
- (3) Maintain a contact list of influential people in the chapter (state supervisors, state and national representatives and senators, allies in business, state foreign language association contacts, etc.).
- (4) Identify members and interested allies who are willing to travel and speak, those who are willing to phone, and those willing to write letters.
- (5) Create or be ready to create templates for letter writing campaigns;
- (6) Put the call out that you are interested in any sign that a French program will be cut, scaled back, re-

placed by something else, or that someone is struggling to introduce a French program in a district where there is none.

- (7) If possible, map out where chapter members are geographically, so you can call on those who live near trouble spots;
- (8) Share ideas, successes, and failures with other chapters.

Even as we are building our Web sites and recruiting dozens of volunteers to defend French, calls for help and tales of hard-fought battles arise from teachers, parents, students, and alumni, or from interested Francophiles. All too often our information, our organization, and our connection to potential allies in the region might have been instrumental in saving the day, but the tale is sung like that from the bloody lips of the messenger of Thermopylae, too late to save the opportunity of choosing French for hundreds of kids.

Give us the chance to strike before it's too late. We need to make sure that French teachers everywhere know what we are doing. We need to link hands with advocates in all foreign language organizations, facing common problems in the way many school officials misjudge their own districts in the wake of serious budget crises or "No Child Left Behind."

We are a new breed of warrior for peace and global understanding, engaged in a passionate battle of wits for the sake of our kids. Join us by contacting Robert "Tennessee Bob" Peckham, AATF Vice-President at Department of Modern Foreign Languages, University of Tennessee at Martin, Martin, TN 38238; e-mail: [[bobp@utm.edu](mailto:bobp@utm.edu)].

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### SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

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

We hope this will facilitate your communication with Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [[htknox@juno.com](mailto:htknox@juno.com)]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

## JNCL/NCLIS EXECUTIVE SUMMARY 2005

- The Omnibus Spending Bill which finally passed the 108<sup>th</sup> Congress increased spending for the Foreign Language Assistance Program (FLAP) by \$1.3 million to \$17.8 million; International Education and Foreign Language Studies in Higher Education to \$106.8 million; and Civic Education to \$29.4 million. Other federal programs of importance to languages were either level-funded or decreased slightly.
- The National Endowment for Democracy (NED) received an increase from \$39.5 million to \$59.1 million. The Educational and Cultural Exchanges program increased by \$40 million to \$360.7 million. The National Endowment for the Humanities received a \$3 million increase to \$138 million in Fiscal Year 2005. FIPSE received a \$6.6 million increase to \$163.5 million.
- The 108<sup>th</sup> Congress considered eighteen bills that dealt with languages and international studies but only enacted two, the Intelligence Reauthorization and Intelligence Reform Bills which require that the defense and intelligence communities improve and increase their knowledge and use of languages. The Senate passed the Federal Employee Homeland Security Act and the House passed the International Higher Education Act, but each died in the other body.
- The National Security Education Program (NSEP) was funded at its usual \$8 million with \$6 million more added for the National Flagship Language Initiative and \$2 million to work with Heritage Languages.
- The Administration's Fiscal Year 2006 Budget Request again eliminates funding for FLAP, Star Schools, Civic Education, Javits, and a dozen other small federal programs that provide assistance to languages and international studies.
- President Bush requested a \$21 million increase in funding for NED to \$80 million and a \$74 million increase to \$430.4 million for the Educational and Cultural Exchange Programs. Also, the Administration requested level funding for NEH at \$138 million and slashed FIPSE's budget by \$141 million to \$22.2 million for Fiscal Year 2006.
- Representative Rush Holt (D-NJ) has introduced H.R. 115, the National Security Language Act, which will improve America's foreign language capabilities through the following initiatives: (1) Loan Forgiveness for Undergraduate Students in Foreign Languages Who Become Teachers or Federal Employees; (2) Science and Technology Advanced Foreign Language Grants; (3) International Flagship Language Initiative; and (4) Encouraging Early Foreign Language Study.
- Senators Christopher Dodd (D-CT) and Thad Cochran (R-MS) will soon introduce the International and Foreign Language Studies Act of 2005 which reauthorizes Title VI of the Higher Education Act to include increased funding, greater outreach to the schools, increased study abroad opportunities, and greater use of technology.
- Senator Daniel Akaka (D-HI) has introduced the National Foreign Language Coordination Act of 2005. This bill creates a National Foreign Language Coordination Council headed by a National Language Director which will develop a national foreign language strategy.
- On May 23, Senators Joseph Lieberman (D-CT) and Lamar Alexander (R-TN) introduced the U.S.-China Cultural Engagement Act of 2005. This bill has nine titles, three specifically deal with improved and increased Chinese language instruction, and three others deal with exchanges and study abroad opportunities with China. A final title creates a U.S.-China Engagement Strategy Council.
- Representative Rush Holt is currently drafting major legislation to increase foreign language enrollments in schools and universities through either per capita enrollment grants or block grants to state and local education agencies and to revive the college entrance/exit requirement.
- On March 8, the House passed H.R. 122 expressing the sense of the House of Representatives regarding the study of languages and supporting the designation of a Year of Languages. Earlier this year, the Senate passed S. R. 28 designating 2005 as the "Year of Foreign Language Study."
- The Commission on the Abraham Lincoln Study Abroad Program has begun to hold meetings and seek input on this program, the vision of the late Senator Paul Simon, which would provide fellowships of up to \$7000 for 500,000 students to study abroad for a summer or school year.
- Recently, the Department of Defense released a momentous new "plan to overhaul military policy, doctrine, and organizations to improve the diversity of foreign languages spoken in the armed forces; enhance the proficiency of linguists; and create new sources of foreign language expertise outside the Defense Department," entitled the *Defense Language Transformation Roadmap*.
- The Center for Advanced Study of Languages (CASL) has joined JNCL. Concordia Language Villages (CLV) has joined JNCL-NCLIS. The American Association of Teachers of Arabic (AATA) has rejoined JNCL-NCLIS. The Membership Committee continues to examine options to further increase membership.
- JNCL-NCLIS staff attended and presented at meetings of the following association members: AATF, ACL, AATG, ACTFL, NCSSFL, NADSFL, CAL, NAFLC, ATA, MaFLA, CSC, NECTFL, NASILP, and NCOLCTL.
- JNCL-NCLIS continues to work with the staff of FLAP to provide information to the field, find readers, evaluate and identify programs, secure grants, and ensure program continuance. Also, we cooperate with ED to provide information about and to Title VI, FIPSE, NCLB, Title III, and other relevant programs.
- Other meetings, collaborations, and information have involved DLI, FSI, the FBI, Department of Defense, Department of State, USDA's Graduate School, CALL, NEW, and the French and Italian Embassies.
- The Executive Director serves on NSEP's Group of Advisers and confers regularly with the director and staff regarding their programs, as well as dealing with responsible congressional committees and providing information to the field about NSEP's activities such as Civilian Linguistic Reserve Corps Study and the recent K-16 Chinese Flagship Project.
- JNCL-NCLIS continues to receive and address requests for materials and information from Congress, agencies, media, organizations, individuals and to regularly update the Web site with current materials and information while maintaining and adding materials of interest and use to our members.
- Finally, we continue to maintain and administer an office, staff, and budget while addressing increased work loads with decreased resources.

J. David Edwards  
Executive Director

**BE SURE TO VISIT THE  
JNCL WEB SITE**  
**[www.languagepolicy.org](http://www.languagepolicy.org)**



# AATF 2005 EXECUTIVE COUNCIL

## **Margot M. Steinhart, President [2006]**

Dept. of French and Italian  
Northwestern University, Crowe Hall 2-136  
Evanston, IL 60208-2204  
Ph: 847-467-1448; Fax: 847-491-3877  
E-mail: [m.steinhart@sbcglobal.net]

## **Jayne Abrate, Executive Director [2006]**

AATF, Mailcode 4510  
Southern Illinois University  
Carbondale, IL 62901-4510  
Ph: 618- 453-5731; Fax: 618- 453-5733  
E-mail: [abrate@siu.edu]

## **Brenda Benzin, Vice-President [2005]**

824 Delaware Road  
Kenmore, NY 14223-1236  
E-mail: [bbenzin@aol.com]

## **Robert "Tennessee Bob" Peckham, Vice-President [2006]**

Modern Foreign Languages  
University of Tennessee  
Martin, TN 38237  
Ph: 731-587-6562; Fax: 731-587-1407  
E-mail: [bobp@utm.edu]

## **Barbara Ransford, Vice-President [2007]**

Camden Fairview High School  
1750 Cash Road  
Camden, AR 71701  
Ph: 870-837-1300; Fax: 870-837-2330  
E-mail: [bpransford@hotmail.com]

## **Christopher Pinet, Editor in Chief, French Review [2007]**

409 West Morrow  
Bozeman, MT 59715  
Fax: 406-587-8490  
E-mail: [umlcp@montana.edu]

## **Sharon Shelly, Managing Editor, French Review [2007]**

Department of French  
College of Wooster  
400 East University Street  
Wooster, OH 44691  
Ph: 330-263-2562; Fax: 330-263-2693  
E-mail: [sshelly@wooster.edu]

## **Jane Black Goepper, Editor, National Bulletin [2007]**

2324 Park Avenue, #34  
Cincinnati, OH 45206  
Fax: 513-861-5572  
E-mail: [jbg@fuse.net]

## **Lisa Narug, Director National French Contest [2007]**

P.O. Box 3283  
St. Charles, IL 61874-3283  
Fax: 630-208-8189  
E-mail: [legrandconcours@sbcglobal.net]

## **Myrna Delson-Karan, Region I (New York City) Representative [2006]**

Modern Languages and Literatures  
Fordham University  
Faber Hall, Room 553  
Bronx, NY 10458-9993  
Fax: 718-817-2655  
E-mail: [delsonkaran@yahoo.com]  
Chapters: Metropolitan, Nassau, Suffolk, Westchester

## **Jean-Pierre Berwald, Region II (New England) Representative [2005]**

49 Maplewood Drive.  
Amherst, MA 01002  
E-mail: [berwald@frital.umass.edu]  
Chapters: CT, Eastern and Western MA, NH, RI, VT

## **David Graham, Region III New York State) Representative [2006]**

344 Trim Road  
Morrisonville, NY 12962  
E-mail: [davidg8809@aol.com]  
Chapters: Central NY, Hudson Valley, Pays du Nord, Rochester, Western NY

## **Alice Cataldi, Region IV (Mid-Atlantic) Representative [2007]**

Foreign Languages and Literatures  
326 Smith Hall  
University of Delaware  
Newark, DE 19716  
Ph: 302-831-2597; Fax: 302-284-3519  
E-mail: [acataldi@udel.edu]  
Chapters: Central PA, DE, Lehigh Valley, MD, NJ, Northeastern PA, Northern VA, Philadel-

## **Danielle Raquid, Region V (Southeast) Representative [2006]**

Fine Arts, Languages & Literatures  
University of South Carolina  
800 University Way  
Spartanburg, SC 29303  
Fax: 864-503-5825  
E-mail: [dcraquid@uscupstate.edu]  
Chapters: AL, FL, GA, LA, MS, NC, SC, TN

## **Randa Duvick, Region VI (East Central) Representative [2007]**

112 Meier Hall  
Valparaiso University  
Valparaiso, IN 46383  
Ph: 219-464-5341; Fax: 219-464-6952  
E-mail: [randa.duvick@valpo.edu]  
Chapters: Detroit, IN, Northwest IN, KY, MI, OH, WV

## **Ann Sunderland, Region VII (West Central) Representative [2005]**

Truman High School  
3301 South Noland Road  
Independence, MO 64055  
E-mail: [mmesunderland@sbcglobal.net]  
Chapters: Chicago, Kansas City, St. Louis, Downstate IL, IA, KS, MN, NE, ND, SD, WI

## **Jacqueline Thomas, Region VIII (Southwest) Representative [2007]**

Language and Literature  
Mail Sort Code 162  
Texas A & M University-Kingsville  
Kingsville, TX 78363  
Ph: 361-593-2579; Fax: 361-593-2116  
E-mail: [j-thomas@tamuk.edu]  
Chapters: AR, Central TX, CO-WY, El Paso, Hautes Plaines, Houston, NM, North TX, OK, South TX, UT

## **Suzanne Hendrickson, Region IX (Pacific) Representative [2005]**

Dept. of Languages & Literatures  
Arizona State University  
Tempe, AZ 85287-0202  
E-mail: [sue.hendrickson@asu.edu]  
Chapters: AZ, HI, ID, MT, NV, Northern CA, OR, San Diego, Southern CA, WA/BC/AK

**MARK YOUR  
CALENDAR!  
JOIN US IN  
MILWAUKEE  
IN 2006!**

**Attend the 79<sup>th</sup> annual AATF  
convention as we meet in  
Milwaukee.**

**Join more than 500 col-  
leagues from across the U.S.  
as we celebrate the French  
language and all its cultures.**

## **AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS**

An official AATF membership card is available to members. To obtain one, send a postcard to: AATF Membership Card, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. The card may help travelers to France obtain reduced entrance fees to national monuments and museums. Chapter treasurers can order cards in bulk for distribution to their members.



American Association  
of Teachers of French  
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Fait à Carbondale, Illinois, États-Unis d'Amérique  
le \_\_\_\_\_ pour servir et  
valoir ce que de droit.

La Secrétaire générale

# REGIONAL REPORTS

## REGION IX: PACIFIC

Chapters in Region IX are working energetically to provide interesting activities and support for their members and to promote French/Francophone studies and culture in their areas. The Washington/British Columbia/Alaska/Alberta, Northern California, Southern California, and Arizona chapters are collaborating with the French Consulates and Quebec Delegations as well as with the *Alliance française* and other Francophone organizations to sponsor a variety of activities. Most chapters hold meetings and conduct sessions or workshops in conjunction with the annual meeting of the state language conferences. All chapters are to be commended for their work.

The *Grand Concours* is an important area of focus for Region IX, with all chapters reporting national winners. The Region ranked sixth in total student enrollment with 10,411 students participating, an increase from 2004. Two chapters ranked in the top twenty for enrollment—Northern California, under the direction of Pat Nakashima and Elizabeth Miller, ranked ninth and Southern California, Fataneh Tabatabai, Administrator, ranked tenth. In the FLES *Concours* Northern California, under the direction of Contest National FLES Chair Elizabeth Miller, retained its #1 ranking with 600 students enrolled.

Region IX has strengthened ties with the French Consulate in Los Angeles this year thanks to the presence and efforts of Sylvie Christophe, *Attachée culturelle adjointe*. She has provided funds to organize a seminar presented by a specialist from France as well as to invite someone to present a workshop at the annual SWCOLT conference in Phoenix in April 2006.

Regional Representative Suzanne Hendrickson participated in the AATF session at the 2005 SWCOLT Conference and visited the Montana chapter during the annual meeting of the Montana Association of Language Teachers.

Members of Region IX who deserve special recognition for their accomplishments this year include the following: Sandra Rands (OR) received a 2005 AATF Summer Scholarship to France. Tamara Leigh Wietfeldt (WA) received a 2005 AATF Summer Scholarship offered by the Quebec Ministry of International Relations. Marie-Magdeleine Chirol (Southern California) received an AATF Small Grant for a National French Week project. Sandra Rands (OR) received a Small Grant for an Immersion Day project, and Harlan Fredenberg (OR) received a Small Grant for a Cabaret Night project.

On a personal note, I will complete my

tenure as Region IX Representative in December, having served two terms in the position. I have enjoyed visiting the chapters in the region, getting to know many of you personally, and working with all of you. I am impressed and encouraged by your dedication to promoting French studies and hard work as teachers as well as AATF officers and members. I will miss working with you as your Regional Representative, but I look forward to continued association with you in AATF and regional activities.

Submitted by Suzanne Hendrickson  
Region IX Representative

## REGION I: GREATER NEW YORK CITY

There were a variety of activities through-



Participants in the Book Club Meeting held at the home of Region I Representative Myrna Delson-Karan (right).

out Region I this year. National French Week provided the matrix for many events. Each Chapter enrolled many students in the *Grand Concours* and held *Distributions des prix* at the end of the year where prizes and scholarships were awarded to winning students. The Regional Representative attended chapter meetings and addressed several of the *Distribution des prix* ceremonies.

Other contests were also featured which gave incentives to students to continue their study of French. French teachers were invited to participate in the Jules Verne competition sponsored by the Cultural Service of the French Embassy which was co-sponsored by the Metropolitan New York Chapter. Both the Nassau and Suffolk Chapters held poetry contests which attracted many students from Long Island.

The French Cultural Service invited AATF members to a Gala reception at the French Embassy in honor of the Northeast Conference. The Metropolitan Chapter once again invited all chapters to participate in its Annual Gala. A luncheon for chapter presidents was held at the home of the Regional Representative where many important issues were discussed and ideas exchanged. Judging from the ferment of activity, it is evi-

dent that French is alive and well in the Region.

Submitted by Myrna Delson-Karan  
Region I Representative

## REGION II: NEW ENGLAND

The New England chapters had another productive year. Most chapters scheduled musical and theatrical experiences. Most AATF meetings were held in conjunction with the state foreign language association. One impressive aspect of the Maine AATF meeting with the Foreign Language Association of Maine (FLAME) conference was that French was the dominant language of both meetings. The chapter organized their program so that there was a French pre-

sensation going on in each time slot. Another program worthy of note was that held jointly by the Eastern and Western Massachusetts AATF chapters with the Massachusetts AATG Chapter. At that joint meeting, the performers were a husband and wife team from Strasbourg, France, Jean-Marie Hummel and Liselotte Hamm, singing their repertoire in both French and German. This duo will return in October for another Massachusetts performance.

Submitted by Jean-Pierre  
Berwald  
Region II Representative

## FRENCH REVIEW NOW AVAILABLE ON LINE

The AATF is pleased to announce that *French Review* Vols. 1-74 (1927-2002) 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 3 years. Readers can explore the rich tradition of the journals, including past reviews and analysis of the Cannes Film Festival and the Avignon Theater Festival, and twenty-five years of "La Vie des mots." For a list of institutions who participate in J-STOR, please visit [[http://www.jstor.org/about/participants\\_na.html](http://www.jstor.org/about/participants_na.html)].

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

# CHAPTER NEWS

## ARIZONA CHAPTER

The Chapter held its first immersion weekend for teachers in August 2004. Attendees had the opportunity to eat, speak, watch French movies, share ideas, and profit from a workshop on the Orff method presented by Lorin Pritikin from Chicago. The fall meeting took place in conjunction with the Arizona Language Association conference. Sylvie Christophe, *Attachée culturelle adjointe à Los Angeles*, informed teachers about resources and services provided by the French Cultural Service. The AATF collaborated with the *Alliance française*, the Phoenix/Grenoble Sister Cities Committee, Arizona State University, the *Institut français d'Arizona*, the International School of Arizona, New Acropolis, Tucson Partners across Languages, and other groups to sponsor almost two weeks of Francophone cultural events, lectures, films, meals, and *pétanque* tournaments for National French Week. Upcoming events include productions of *Molière than Thou* in Phoenix and Tucson in collaboration with the *Alliance française* and Arizona State University, as well as recognition of *Grand Concours* winners by the *Alliance française* of Greater Phoenix.

Submitted by Suzanne Hendrickson  
Region IX Representative

## CHICAGO/NORTHERN ILLINOIS CHAPTER

At the fall meeting, Florence Zamsky, a French woman married to an American, used her experiences to point out differences between French and American cultures. She compared her own young daughter, raised as an American, to her niece of the same age in France. The presentation gave participants a glimpse into the French way of seeing the world. Using the ideas of Raymonde Carroll and Pascal Baudry, Florence pointed out some interesting cultural concepts.

"I'm OK, you're bizarre." As we know, what is normal and acceptable in one culture may be seen as bizarre and unacceptable in another. We enjoyed a short clip of *Tanguy*, a comedy about a young man who cannot separate himself from his parents and gets anxiety attacks each time he tries to live on his own. In the U.S., we look for a well-behaved child who will become an independent adult. In France, however, the model is *un enfant bien élevé*. In the U.S., it is the child we examine, watching for individuality. In France, it is the parents who are examined, as they are the ones forming this young person's character.

Florence proposed an interesting analogy. In France, raising a child is like cultivating a garden, starting with an empty plot.



Attending the workshop (from left to right): Region VI Representative Randa Duvick, AATF President Margot Steinhart, Jean-Noël Rey, Chapter President Jane Castle, and Eileen Walvoord.

The garden must look like every other *beau jardin*. Follow the rules, don't fidget, follow the model. The force behind the behavior is *Qu'en dira-t-on?* If an American mother says to her child, "You can be proud of yourself," accept that at face value. If the French mother says it, it means exactly the opposite.

At the February meeting, Cynthia Hahn spoke about the author Gabrielle Roy; Tracy Nash, Abraham Lincoln Elementary School, presented "French on Your Feet;" Robin Jacobi, Hoffman Estates High School, presented techniques for using PowerPoint in the classroom; and National Board Certified teachers Todd Bowen, Stevenson High School, and Samantha Godden-Chmielowicz, Schurz High School, presented "La Présence française en Illinois" and "An Introduction to French Poetry through Songs," respectively.

In February, *La Grande Dictée 2005* took place. Organized by Marie-Simone Pavlovich, the *Dictée* attracted some 80 participants at four levels. First place winner in 2004 in the professional category was Gerald Plotkin, who subsequently took part in *La Dictée des Amériques*, held in Quebec City. The text was composed by author Guillaume Vigneault, son of *québécois* poet and singer Gilles Vigneault. *La Dictée des Amériques* attracted 125 competitors from 28 countries. Those interested in reading the text of this *dictée* may contact Gerald Plotkin [riende9@earthlink.net] to obtain it.

In May, the Chapter sponsored a two-day workshop by Jean-Noël Rey, *Centre de Liaison de l'Enseignement et des Médias d'Information (CLEMI)*, Paris, and AATF Honorary Member. His program, "Comprendre et utiliser les médias français en classe de langue," was an excellent introduction to the use of film sequences and their analysis in the classroom and the use of newspapers and photographs. Helpful questions to ask

include: Où l'action a-t-elle lieu? Qui met-elle dans la scène? Qui sont les protagonistes? Quelles sont les expressions faciales? Quelles sont les interactions remarquables? Jean-Noël pointed out that the *cinéaste* uses images, and arrangement in certain sequences, as well as music

and sound, to create meaning.

Janine Pefley and Liette Brisebois-Kinsella were recipients of the *Prix du Chapitre* at the university and secondary levels, respectively. A highlight of the ICTFL conference was the presentation of the annual President's Award to Diane Hradek, honoring her outstanding contributions to the study of foreign languages.

The annual Immersion Institute for French Teachers took place June 20-July 2, 2005 at the University of Chicago. This year's theme was Paris as literary capital of the 20<sup>th</sup> century. The sessions were led by Souleymane Bashir Diagne, Professor of Philosophy and Religion, Northwestern University, Liette Brisebois-Kinsella, New Trier High School, and Céline Bordeaux, University of Chicago. A special workshop on music was conducted at the *Alliance française* by Evelyne Paquier of CAVILAM.

*La Distribution des prix*, organized by Ted Haldeman's team, did a fantastic job of bringing the *Grand Concours* to fruition in the chapter, which registered 5450 participants! *Chapeaux* as well to Deb Vander Woude for her work with the prizes and to Tom Sapp for timely delivery of tests.

At the 2004 ACTFL Conference, AATF Vice-President "Tennessee Bob" Peckham launched the Advocacy Depot. It is hoped that each AATF chapter will initiate a Web site containing information about advocacy. The Chicago/Northern Illinois Chapter has produced a Web site, "Illinois Needs French," accessible at [www.french teachers.org], containing important addresses for organizations promoting French, listing resources such as the *Alliance française*, and consulates of French-speaking countries.

Submitted by Gerald Plotkin  
Chapter Board member

## CONNECTICUT CHAPTER

Concerts for National French Week 2004 celebrated the Acadian 400<sup>th</sup> anniversary. The Chapter was pleased to have three musicians and two dancers of the Nova Scotian group *Le Grand Dérangement* who presented a multi-dimensional concert that fused traditional Acadian music, rock, jazz, and Louisiana rhythms. *Le Grand Dérangement* has produced several critically acclaimed albums, and their newest includes the theme song for the *Congrès mondial acadien 2004*. Two concerts were held at Fairfield High School and Pomperaug High School. A fall "wine and cheese" gathering followed by a workshop offered our members something immediately useful to their teaching. This event featured Yves Gaudin's presentation which showed teachers how to use poetry recitation as a teaching tool.

Florent Massé, Princeton University, was the featured speaker at the spring meeting with a presentation entitled "La Pratique théâtrale dans l'apprentissage des langues." The Chapter held its *Grand Concours Awards* night in May.

We are pleased to welcome two new chapter board members, Yolande Bosman, Pomperaug High School, and Janet Morford, Cromwell Middle School.

Alison Schleifer, President

## EASTERN MASSACHUSETTS CHAPTER

*Un grand merci* to Valerie Sutter who has resigned as our *fidèle secrétaire* after 8 years. Valerie has moved to Florida and will be succeeded by Corinne Étienne, UMass/Boston. Another *merci* to Janet Wohlers who broke all records with over 6000 participants in *le Grand Concours* and earned first place honors for winners on the national level. *Félicitations* to Janel Lafond-Paquin whose session on *Le Petit Prince* received recognition for the Best Presentation of the Northeast Conference on the Teaching of Foreign Languages. She will be recognized at the 2005 ACTFL meeting in Baltimore.

At the 2004 MaFLA Conference, the Eastern and Western Massachusetts AATF Chapters and the Massachusetts AATG Chapter joined forces to kick off the Year of Languages with a musical presentation given by Strasbourg performers Jean-Marie Hummel and Liselotte Hamm. Hummel and Hamm will return to the 2005 MaFLA Conference to perform and present a workshop on the music and poetry of St.-Germain-des-Prés. The Chapter will also sponsor a French Immersion Day on *le Maghreb* presented by Amale Bourhim of ETRA V, Paris. Amale will also offer a three-hour workshop on "Decoding the Da Vinci Code."

The Chapter sponsored sessions and organized an evening of French Karaoke,

animated by Brian Thompson at the MaFLA Summer Institute, directed by Joyce Beckwith.

In May, we co-sponsored with the French Library and Cultural Center/*Alliance française* a full-day *Atelier pédagogique sur la musique*, attended by 40 teachers. Special guest lecturer was Frédéric Bresson from the *Alliance française* in Paris. Also presenting were Emmanuelle Verbonne, Boston College, and Brian Thompson, UMASS/Boston.

Joyce Beckwith, Treasurer

## HOUSTON CHAPTER

Claude Boutin, former chapter president has been awarded the 2005 AATF Dorothy S. Ludwig Outstanding Teacher Award, high school level. One of the highlights of our chapter activities is the *Destination France* program he helped build. Students who have scored well in *Le Grand Concours* are offered the opportunity to be taught once a week by a native French teacher, an exchange teaching assistant at Rice University. At the end of term, students are selected by jury and the winners spend three weeks with a family in France, all expenses paid. Mr. Boutin runs the program almost singlehandedly.

This news came on the heels of the news from Yvette Heno that the Houston area National French Contest had the most participants ever, with over 335 winners. The *Distribution des prix* was hosted by Rolande Leguillon at the University of St. Thomas. Two students taught by member Claire Frazier were also winners in the AATF FLES Poster Contest this past year. *Bravo!*

The Chapter's meetings were held in conjunction with the Texas Foreign Language Association's fall convention and the spring Houston Association of Teachers of Foreign Language meeting. Region VIII Representative Helen Lorenz was our fall keynote speaker, while David Long, former Region VIII representative, was the spring speaker.

Many of our members have taken advantage of participation with students in the Texas French Symposium and other cultural events such as *The Little Prince* at Houston Grand Opera and the musical *Les Misérables*.

The upcoming fall meeting is October 1 at the Kinkaid School.

Wendy Kirkle, Vice-President

## MAINE CHAPTER

The fall 2004 meeting took place at Bates College and attracted over 40 people. Presentations on Acadia were made by participants from Raymond Pelletier's 2004 Summer Institute. Professor Pelletier distributed maps produced by the Canadian-American Center entitled, *Cartes explicatives de Sainte-Croix et de l'Acadie*.

The conference was a good opportunity to recruit AATF members.

June 26, 2004 marked the 400<sup>th</sup> anniversary of the first French settlement in North America—on Saint Croix Island, located between New Brunswick and Maine on the St. Croix River. St. Croix predates, therefore, the English settlements in Jamestown and Plymouth. *L'Acadie* included what is now Nova Scotia, New Brunswick, Prince Edward Island, and northern Maine. In 1670 Castine, Maine (then Pentagoet) was the capital of Acadia. Institute participants described places they had visited, including Port Royal and *l'Habitation*, a site built by Samuel de Champlain in 1605 which is one of the earliest European settlements on this continent, and Grand-Pré, the site where in 1755 British authorities ordered that the Acadians be deported, thus beginning the *Grand Dérangement*. It is thought that somewhere between 10,000 and 14,000 people were deported. Presenters detailed the miserable conditions that the Acadians endured. However, many did not simply passively submit to the British attacks and later mistreatment. Joseph Broussard—known as Beausoleil—is remembered as a national hero because of his resistance and leadership. Acadians are proud of their cultural heritage, especially Antonine Maillet who, in 1979, was awarded the *Prix Goncourt* for *La Sangouine*.

Another presenter explained how to use information from the Institute in class. Some of the songs that contributed to the theme of the day were "Evangeline" by Marie-Jo Therio and "Grand Pré" by Angèle Arsenault [[www.walnet.org/explosure/montcarmel/grand-pre.html](http://www.walnet.org/explosure/montcarmel/grand-pre.html)]. Another song to teach about Acadian history is the theme song of the 2004 World Acadian Congress, "Je retourne au berceau de l'Acadie" [[www.cma2004.com/En/thesesong.cfm](http://www.cma2004.com/En/thesesong.cfm)]. Everyone left with a deeper understanding of *l'Acadie* and an appreciation for these people whose past was filled with many tragedies.

The Chapter compiled a list of *Groupes qui bavardent* around the state so that colleagues could find a place to chat in French. Catherine Hobby, Chapter President, started an Advocacy Committee which decided that their approach would be celebratory and supportive and would (1) create a resource for French teachers to tap into the Franco-American community; (2) initiate *soirées-cinéma* for teachers; (3) promote the *Groupes qui bavardent*; and (4) create immersion programs for students. These projects are still in the planning stages.

The president did a survey of the books and resources that teachers used in their classes in order to help teachers who are

the only French teacher in their school in hopes that they could connect with others who use similar resources.

Sylvie Charron oversaw the competition for the Lorianne Boucher Fellowship, awarded to a deserving French student who plans on continuing the study of French in college. Laurie Littlefield oversaw the publicity for a *Bourse d'étude* offered by the Quebec government. Region II Representative Jean-Pierre Berwald spoke about the benefits of being an AATF member and reminded members that the AATF offers Small Grants to chapters to help organize meetings and presentations.

The Chapter met at the spring conference of the Foreign Language Association of Maine (FLAME). French sessions at the conference included Raymond Pelletier's "Le Génie de Frédéric Back dans vos cours de français;" Betsy McPhedran's presentation on French and *québécois* folk dances; and Professor Pelletier's group on "L'Acadie, une culture et un héritage qu'il faut enseigner." Ann Sullivan, Messalonskee High School, won a prize as the best organizer of activities, and Dick Williamson, Bates College, won the prize for outstanding contributions to the profession.

Two books on Franco-American history were donated to Waterville High School in memory of Henri-Pierre Poirier, French teacher and dedicated chapter member, who served as Secretary/Treasurer for many years.

Gail Carville oversaw our participation in *le Grand Concours* which enrolled 1173 students, of whom 96 earned national medals.

The chapter Web site has been updated [www.angelfire.com/me4/aatfmaine].

The fall 2005 meeting will take place on October 15 at Colby College. The topic will be "African Cinema in the Classroom." Catherine Hobby, Chapter President, received an AATF Small Grant to invite Françoise Wera, one of the founders of the *Festival Vues d'Afrique*, to speak at the meeting.

Compiled from information submitted by Priscille Michaud and Catherine Hobby, President

## METROPOLITAN NEW YORK CHAPTER

The Chapter co-sponsored the Jules Verne Contest, organized by Fabrice Jaumont of the French Embassy. At the Awards Ceremony, Chapter President Françoise Santalis spoke about Jules Verne and his role as a precursor of many of today's modern inventions. Reflecting the imagination and creativity of students, the projects included art work, dioramas, reports, and poetry which were displayed

Commerce in the U.S.. His presentation was entitled, "Économie, culture, et communication dans le contexte transatlantique d'aujourd'hui," and he gave excellent suggestions for the promotion of French. In the afternoon, we enjoyed a musical program by Belgian singer, Eddy Barsky, who helped us rediscover the wonderful songs of Jacques Brel.

The *Distribution des prix* took place at the Di Capo Theater in Manhattan. It was attended by Ambassador Ridha Bouabid, permanent representative of the *Organisation internationale de la Francophonie* to the U.N., Alessandra

Benedicty, *Attachée aux affaires éducatives à la Délégation du Québec*, and Bertrand Murget, French Cultural Service. There were two ceremonies and 538 winners. Special thanks to Vice-President Vera Junkers for her work as National French Contest Administrator. Whitney Buckholz received a scholarship to study in Morocco for one month, thanks to Ambassador Bouabid.

Board Members Diane Paravasion and Evelyn David were appointed as Advocacy Representatives. Anita Cipriani and Françoise Santalis will be working as Mentoring Representatives and on

## CHAPTER CHECKLIST (Is your chapter up to date?)

- ☐ Send a chapter representative to the AATF Advocacy Workshop in Baltimore, November 17, 2005. (Open to all members.) Information and registration form is available on the AATF Web site [www.frenchteachers.org].
- ☐ Identify mentor liaison and submit name to Regional Representative AND Suzanne Henderson [sue.hendrickson@asu.edu] by November 1, 2005.
- ☐ Identify advocacy liaison and submit name to Regional Representative AND Robert "Tennessee Bob" Peckham [bobb@utm.edu] by November 1, 2005.
- ☐ Send copy of chapter constitution and by-laws to national headquarters by December 31, 2005 [abrate@siu.edu].
- ☐ Encourage, plan, and promote National French Week activities, November 2 – 8, 2005 and 2006.
- ☐ Promote, at meetings and through newsletters, and participate in the 2006 AATF Book Club: Literature and Cinema (see page 35).
- ☐ Nominate teachers for the AATF Dorothy S. Ludwig Excellence in Teaching Awards by February 1, 2006. See information on the AATF Web site.
- ☐ Send chapter newsletter and chapter news on a regular basis to Regional Representative, *National Bulletin* Editor Jane Black Goepper, Executive Director Jayne Abrate, and President Margot Steinhart.
- ☐ Commit to sending chapter president to AATF national convention in Milwaukee, July 5-8, 2006, and to the presidents' meeting scheduled for the morning of July 5, 2006.

at the Embassy.

National French Week was widely celebrated. Many schools presented programs on French culture and art. Their cafeterias even offered French menus, and parents were invited as well as students and administrators to taste French cuisine.

The annual Gala took place March 5. The program included a lecture by Jeanine Plottel, retired from Hunter College/CUNY Graduate Center, a retrospective on Jean-Paul Sartre entitled "Que reste-t-il de nos amours?" Dr. Plottel allowed the audience to discover aspects of the author's life that were unknown to many. There was also a lecture by Philippe Montanari, New School University. His offered insights on Napoleon's contributions to the French economy, politics, and literature. The Keynote Speaker was Serge Bellanger, President of the Franco-American Chamber of

membership.

Françoise Santalis, President

## MONTANA CHAPTER

The Chapter held meetings in conjunction with the Montana Education Association conference in the fall and the Montana Association of Language Teachers conference in April. Region IX Representative Suzanne Hendrickson spoke about promoting French studies and highlighting the French presence in North America. National French Week and the *Grand Concours* are important chapter projects, with participation in the *Grand Concours* growing each year. President Claudia Boddy reports that the trip to Europe for 8<sup>th</sup> grade language students at her middle school in Bozeman has definitely strengthened their French enrollment.

Submitted by Suzanne Hendrickson  
Region IX Representative



## NASSAU CHAPTER

The Chapter sponsored a concert featuring Steven Langlois who performs under the name Étienne. He sings a unique blend of rock songs that he has composed, as well as traditional songs from France and Quebec. Because of the enthusiastic response, two concerts had to be scheduled at Plainview-Old Bethpage High School. Comments confirmed that this was an outstanding opportunity for students to become involved in French outside the classroom. Our appreciation goes to Tom Coleman who organized the event.

Liliane Rubin is the chapter's Advocacy Representative, and Reyna Jassin will serve as the Mentoring Representative.

The Chapter enrolled 1882 students in the *Grand Concours*, a slight increase over last year. The Chapter has instituted annual prizes for first place winners: Levels 1 and 2: monetary awards; Level 3: a fully-paid stay at Concordia Language Immersion Camp; Level 4: a monetary award; Level 5: a fully-paid summer trip to France for the student and his/her teacher. In addition, the Francine Johnston and Joan Feindler Memorial Awards honor other top winners. This year, we had 220 chapter winners, 140 of whom placed nationally as well.

The Chapter's poetry contest, with competitions were in original poetry and recitation, was held in April under the able leadership of Joan Nesfield and Peter Holmes. Hundreds of students, parents, and teachers attended the awards ceremony. To honor the memory of our colleague, we have re-named this the Aline C. Desbonnet Poetry Contest. Thanks to a fund which we have established, the Chapter is able to offer the schools of winners and their teachers engraved plaques.

The concluding event of the year was the *Distribution des prix*, held at the Wheatley School and hosted by Jeri Cowen, *Grand Concours* Administrator *par excellence*. Region I Representative Myrna Delson-Karan addressed the crowd with her enthusiastic words of encouragement and appreciation.

Deana Schiffer, President

## NEW HAMPSHIRE CHAPTER

The fall meeting took place in Portsmouth, attracting more than twenty participants. We exchanged views on various programs, such as the one attended by Diane Nichols at the University of Moncton (New Brunswick) and a workshop in Perpignan attended by Mel Bourgault. Barbara Cooper spoke of the book *Monsieur Ibrahim et les fleurs du Coran* which was discussed at the University of New Hampshire this past April. The chapter was asked to encourage students to participate in the *concours oral* sponsored by the *Club Richelieu*.

We introduced Georgia Jarell, our new representative for Advocacy. Ginny Pinard presented a video of a workshop on Moliere. We elected a new group of officers: Celeste Feren, President; Barbara Cooper, Vice-President; Michelle Cotnoir, Secretary, and Janice Hennessey, Mentoring Chair. Ginny Pinard will continue as Treasurer, and Jim Lambert maintains his position as Administrator of the *Grand Concours*, serving the New Hampshire and Vermont chapters.

We express our gratitude to Mel Bourgault for her services as our Treasurer. She is retiring at the end of the school year.

A *tombola* was held at the meeting. The book, entitled *Boston's French Secrets*, that we discussed at our gathering "Pizza Pedagogy," was won by Garry Arsenault. Jim Lambert won a T-shirt, and we happily paid the first year dues of a new member of our organization.

Marie-Claire Wheeler  
President Emerita

## NORTHERN CALIFORNIA CHAPTER

The Chapter collaborated with Grégory Douet-Lasne, *Attaché culturel adjoint* in San Francisco, to sponsor the premier of the film *Les Choristes* for French students in the Bay Area. The film was shown at Gunn High School, Palo Alto, to over 300 local students and teachers.

In February, the Chapter held its annual *Journée de printemps* at Stanford University. The theme was "Célébrons le français dans le monde." Chapter President Anne Jensen welcomed participants to a full-day workshop that included presentations and classroom materials. Daouda Camara, Drew College Prep School, gave a presentation entitled "Contes, musique et proverbes africains!" He was followed by a PowerPoint presentation on *L'Enfant noir* and *La Rue Cases-nègres*, given by Jean-Luc Desalvo, San Jose State University. Participants were treated to poetry readings by Gisèle Kapuscinski, Monterey Institute of International Studies, in her presentation entitled, "Le Paysage dans la poésie africaine."

Tamara Lelie, TV5, shared DVDs and information about using satellite television to expand knowledge of the Francophone world. All participants received a CD at a presentation on music from the Francophone world. Francine Shirvani and her co-presenters, Helene Chan, Agnieszka Waclawek, and Anne-Marie Lemoine, shared ideas about how to use specific songs in the classroom. The day ended with a reception and *tombola*.

In May, the Chapter again collaborated with the French Consulate to co-sponsor a workshop for French teachers entitled, "Comment utiliser les médias dans la salle de classe." Jean-Noël Rey, CLEMI (France),

helped over 30 French teachers analyze the use of media in their classrooms.

The Chapter would like to thank the three National French Contest Administrators who did an outstanding job. Amy Sullivan, with the help of outgoing chairperson Elizabeth Miller, did a great job with the FLES contest. Pat Nakashima had an enormous undertaking with the number of participants and winners at the secondary level. Yolanda Patterson continued her excellent work with the university students.

Anne Jensen, President

## OHIO CHAPTER

The Ohio chapter is proud of two members who have won two of the 2005 National Director's Awards for *Le Grand Concours*. Judith Baughin has earned an award recognizing her work in making the Ohio chapter have the largest increase in FLES enrollment. Elvina Palma, who closely works with Judith, has earned an award in recognition of having the largest enrollment of any teacher in FLES. *Félicitations* Judith et Elvina!

Several members attended and contributed to the AATF convention in Quebec. (The complete program is available on the AATF Web site.) It's all about jumping into the activities which AATF membership entitles one to participate in. A hearty *merci* to all for getting into the action! Members are cordially invited to submit a session proposal for the next convention which will be in Milwaukee, Wisconsin, July 5-8, 2006.

The Chapter has the honor of having among its members: *National Bulletin* Editor Jane Black Goepper and Sharon Shelly, Managing Editor, *French Review*.

The Chapter will kick off National French Week with the French Immersion Weekend at Mohican State Park, November 4-6, 2005. Although we plan to stress French and *québécois* music (All participants will receive a CD with the music.), participants are invited to bring 20 copies of a favorite lesson. Best ideas will be forwarded to the *National Bulletin* for publication consideration. The Executive Board invites any who are interested in attending to contact Jean Morris, Secretary/Treasurer, at [jmorris@muskingum.edu]. Please notify Deborah Stout, Vice-President, [ca\_44@omalp1.omersea.net] if you are willing to make a culinary contribution or partner with another AATF member to do so. The chapter will provide breakfast on Saturday and Sunday mornings. See the Chapter Web site [www.aatf-ohio.org] for further developments.

The Chapter will need a new Vice-President when Deborah Stout becomes President during the March 2006 meeting in Toledo with the OFLA conference. Anyone in good standing considering a more active

Rita Stroempl, President

Chrissa Carlotti, President Emerita

The Westchester Chapter is also involved in organizing teacher workshops at SUNY Purchase. Workshops this summer included "Le Théâtre français" with Florent Massé of Princeton, "Le Petit Prince and the Pre-AP French Class" with Laila Amiry, and a third workshop focusing on "Technology and the Riches of the French Cultural Service in the Classroom" given by Adam Steg, Audio-visual *attaché* in New Orleans and AATF Honorary Member.

In April, Mary Leptak, Vice-President, organized a dinner at a local bistro. Future activities are planned with SUNY Purchase. In November 2005, Éric Vincent will be coming for a concert, and in December 2005, the AATF will be a co-sponsor of French Culture Day there.

Sophie Kent, President

#### WESTERN MASSACHUSETTS CHAPTER

In October, the Chapter, with local and regional funds, sponsored a Total Physical Response Storytelling workshop by Susan Gross for members and for the Berkshire County Foreign Language Teacher's Academic Alliance. The workshop included 40 participants in five languages. Teachers were convinced of the efficacy of the method and were eager to incorporate these ideas in order to vary their instruction. The workshop was also a good example of how an AATF chapter can work with and for the benefit of a larger group of language educators and encourage them to join our organization.

The Chapter met with the Eastern Massachusetts Chapter at the MaFLA Conference in October. In April, the chapter gathered at Mount Holyoke College for its spring meeting which featured a technology presentation by Nicole Vaget. The presentation, entitled "Comment la technologie peut faciliter la lecture des textes," demonstrated how Nicole and her students participate in the development of a multimedia treatment of various authors and their works. This session was repeated for participants at the *congrès* in Quebec

Nicole Desrosiers, President

#### AATF PEN PAL BUREAU

Are you looking for a student-to-student or class-to-class pen pal exchange with France? Contact the AATF Pen Pal Bureau. Individual names of French students are available for \$1/name. Group correspondence is available for \$9/class. We will provide you with names, and your students initiate the correspondence. For more information and to obtain the necessary order forms, contact: *Bureau de Correspondance Scolaire*, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; Fax: (618) 453-5733; E-mail: [ahanson@siu.edu].

### IMPORTANT NOTICE TO CHAPTERS REGARDING "CHAPTER NEWS"

Beginning with the November issue 2005, the *National Bulletin* is changing the **format** and **contents** of the rubric "Chapter News." We ask that you prepare your reports accordingly. Please provide information on chapter activities—the event, its theme, its organization or structure, the name(s) of the organizer(s) with their contact information, the speaker(s) or performer(s), and even photos. Please do not include extraneous information such as time, date, location (unless the location is key to the event, e.g., an exhibit at the Art Institute of Chicago, or Fort Niagara as the setting for celebrating French origins or reenactment), food served, etc. In fact, a bulleted format could be used to make the pertinent points stand out. Please check the AATF Web site for two models that you might follow.

The purpose of "Chapter News" is to share program ideas and activities with other chapters so that they may be able to emulate them. In recent times so much else has been included (some of which we have edited out) that it obscures the actual events.

Also, please save the announcements of awards received by chapter members for a special "Awards" section in April and again in September. Send the list for April to the Editor by February 1, 2006 and for September by August 1, 2006. Please do not include kudos for work well done, etc. We realize that all of us give enormously of our time and energies to make AATF special. Recognize these people publicly at your chapter or state meetings. We do ask, however, that you send us the list of Chapter officers whenever you have an election.

We hope that these changes will make the rubric "Chapter News" more readable and more helpful to our membership.

You may send your items to the Editor, Jane Black Goepper via e-mail at [jbg@fuse.net] or at 2324 Park Avenue, Apt. 34, Cincinnati, OH 45206. Please continue to send your detailed reports, on a regular basis, to your Regional Representative in order to keep him/her informed about your activities, events and concerns.

### QUEBEC AUTHORS READ FROM THEIR WORKS



Left to right: Denise Boucher, Michel Garneau, Region I Representative Myrna Delson-Karan

At the AATF Convention in Quebec City, *congressistes* were treated to a special session featuring Quebec authors Denise Boucher and Michel Garneau. Both authors gave lively performance readings from their works. These two authors are the very incarnation of the Quebec spirit. Their warm, friendly, yet intense presentation had the audience spellbound. Denise read from many of her works, including her groundbreaking play, *Les Fées ont soif*, and a recent collection of poetry entitled *À cœur de jour*.

Michel, who is a radio personality in Quebec and possesses a mellifluous voice, read from many of his collections of poems, including *Une corde de bran de scie* and *Discrète parade d'éléphants*. A question period followed the readings in which the audience asked which works were suitable for secondary or university level. The authors gave them many good ideas to take back to their classrooms. After the readings, Colette Dupuis of Exportlivre sold their works, and some of the teachers were able to have copies personally signed by the authors. Having the opportunity to see these great Quebec personalities in person proved to be very motivational for the participants and sparked a great interest in Quebec literature both for personal enrichment and for broadening the scope of their teaching.

The session was organized and moderated by Myrna Delson-Karan, AATF Region I Representative, and was sponsored by the FIAP Jean Monnet and the Union of Quebec Writers (UNEQ).

#### 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](http://www.languagepolicy.org)

# MOTS CHASSÉS:

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Exercices sur article de la «Vie des mots» publié dans la *French Review*, Volume 78, Numéro 4 (mars 2005). Le corrigé se trouve à la page 32.

- I. Terminer les phrases commencées par les expressions impersonnelles (en vous appuyant sur le contenu de l'article):
1. Il est important que la pauvreté
  2. Il est préférable de
  3. Il est clair que l'année prochaine
  4. Il suffit que le Ministre des Finances
  5. Il est vraisemblable que les J.O.
- II. Choisissez le mot ou l'expression qui complète de façon correcte chaque phrase.
1. Le chercheur qui retrace les variations climatiques à partir des anneaux d'un tronc d'arbre est un
    - a. dénicheur.
    - b. dendroclimatologue.
    - c. délocalisateur.
    - d. tétraplégique.
  2. On peut échapper à l'impôt en
    - a. achetant beaucoup de livres.
    - b. adoptant des enfants.
    - c. blanchissant de l'argent.
    - d. dénonçant les clandestins.
  3. Pour pleurer les victimes de cet attentat, le Président a décrété que
    - a. une allocation serait donnée aux familles.
    - b. il faudrait réduire les gaz à effet de serre.
    - c. une journée serait deuil national.
    - d. des activistes seraient extradés.
  4. La diminution de la qualité des élèves du primaire serait due à
    - a. la cherté des fournitures scolaires.
    - b. l'apprentissage de la lecture par la méthode globale.
    - c. la vétusté des écoles.
    - d. les revenus modestes des parents.
  5. Il faut pour éradiquer le travail au noir
    - a. donner le S.M.I.C à tous les ouvriers.
    - b. régulariser les sans-papiers.
    - c. fuir les paradis fiscaux.
    - d. refuser toute augmentation salariale.
- III. Relever dans ce texte des mots/expressions familiers.
- IV. Dire quels sont les crimes contre la loi en France parmi les propositions suivantes.
1. profaner une tombe
  2. frauder le fisc
  3. porter le voile islamique à l'école
  4. prescrire une hormone de croissance
  5. pratiquer l'euthanasie
  6. pratiquer le travail au noir
  7. jouer à la pétanque
  8. briguer la présidence d'un parti politique
  9. délocaliser son entreprise
  10. donner des soins palliatifs
- V. Relever des mots et expressions qui se rapportent au monde du sport.
- VI. Relever des mots et expressions qui se rapportent au monde de la médecine/santé.

Colette Dio, Nancy, France

# CONTEST ADMINISTRATOR OF THE YEAR 2005, SMALL CHAPTER

## Kathleen Zipf

Born and raised in Pittsburgh, PA, I began my language studies with French and Latin in high school. The lure of other cultures led me to other languages (German, followed by Italian and Spanish) and the beginning of my world travels in college (my first trip abroad was to Paris on a three-week inter-semester break in 1968).



My first love was always French and France, so I continued my studies earning an M.A. and A.B.D. in French literature at the University of Kentucky. During this time, I was also an exchange assistant for a year at the *Université Paul Valéry* in Montpellier, working as a lectrice in the *Département des études anglaises et nord-américaines*.

After moving to Albuquerque, NM, I began teaching French and German at West Mesa High School until my retirement in 2001. Along with teaching all levels of German as well as French (I was always fortunate to have another French colleague), sponsoring the French and German Clubs and French and German Honor Societies, I also served as the department chair for 10 years.

In New Mexico, I joined a group of enthusiastic, supportive, and knowledgeable language teachers. Over the last 25 years, we

have created new support organizations for second language teachers, including the Albuquerque Language Teachers Association, our local collaborative, and the New Mexico Organization of Language Educators, state organization. In both organizations I have served as president and treasurer.

Over the years, I have participated in numerous teacher seminars: in Avignon in 1985, in Berlin in 1987, in Besançon in 1988, and in Dresden in 1993; helped organize weekend immersions and language days for the high school students; chaperoned student trips to Europe; served on curriculum development, state standards, school restructuring and lately the state teacher test committees. In 2001 I was honored by the Southwest Conference on Language Teaching with their Secondary Teacher of the Year Award.

Since 1997 I have served as the National French Contest Administrator for the New Mexico Chapter. Although life is never easy for French teachers who are frequently isolated in their schools, teaching all levels and in multi-level classrooms, we are seeing an increase in interest in *le Grand Concours* that I hope will continue in the future.

## ANNONCE DE COLLOQUE

Un colloque international, "La langue de la communication médiatisée par les technologies de l'information et de la communication," se tiendra à l'Université Michel de Montaigne Bordeaux 3 du 18-20 mai 2006.

La communication médiatisée par les technologies de l'information et de la communication (dorénavant CMT) peut se définir assez largement comme une communication entre des êtres humains instrumentalisée par des réseaux informatisés. Pour le moment, la CMT utilise surtout le canal de l'écrit, mais cette définition recouvre néanmoins un large éventail de fonctions.

La perception des changements linguistiques auxquels la CMT peut donner naissance ainsi que la perception de la portée de ces changements commence à se faire jour. Comprendre la nature, les rôles et les fonctions des divers types de CMT ainsi que les formes de langue et de textualité de chacun de ces types semble aujourd'hui indispensable si l'on veut mieux connaître la pragmatique des langues naturelles, dont la langue française.

Quatre thèmes principaux structureront la réflexion qui sera engagée au cours de ces journées:

- La langue: vocabulaire, syntaxe, oral et écrit. Quel est le degré de convergence des conventions de l'oral et de l'écrit dans la CMT? Quelle est l'influence des types de CMT sur la langue utilisée?
- Le discours: typologie, structure discursive, formes spécifiques professionnelles ou non professionnelles. Quelles formes textuelles et quels discours sont utilisés et développés dans ces nouvelles pratiques?
- Les comportements: rôles de l'interactivité, de la synchronicité, de l'association de différents médias; influence de la langue de la CMT sur la langue quotidienne.
- Les normes: quelles nouvelles normes émergent des pratiques?

Pour en savoir plus: [www.u-bordeaux3.fr/fle\_2003/CMT2006/index.htm].

## MOVED THIS SUMMER? LET US KNOW.

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

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

## Have a Question?

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





## City with Wings

Among the highlights of the 2006 AATF Convention is a reception in Santiago Calatrava's stunning and award-winning wing of the Milwaukee Art Museum. The *New York Times* gave rave reviews to MAM's two current exhibits (7/26/05 & 7/29/05) and *Le Monde* has heralded "le renouveau de Milwaukee autour d'une vie culturelle bien plus riche et diversifiée" (11/3/04).

## MiROCKee: City of Festivals

The Convention will be held at the same time as Milwaukee's Summerfest, the world's largest music festival according to the *Guinness Book of World Records* that takes place on 75 acres along the shores of Lake Michigan. This festival boasts nearly one million attendees and 11 stages filled with exciting performances from noon until midnight each day of the 10-day festival. There is always a wide range of popular music genres. Francophone acts that have been featured in the past include: Angélique Kidjo, La Bottine Souriante, Buckwheat Zydeco, Lucky Diop and Beausoleil.

## MiWALKee: City on the Lake

"Happy Days" have never left Milwaukee, especially in July when the average temperature is in the 70s: take a leisurely stroll along the beautiful lakefront or on the Riverwalk and enjoy Milwaukee's many attractions including a wide range of excellent restaurants. For more info, visit: [www.milwaukee.org].

**NOUS SERONS TOUS BIEN ACCUEILLIS**

**...EN 2006 À MILWAUKEE!**



## AZOUZ BEGAG À MILWAUKEE EN 2006!

Azouz Begag a été nommé Ministre délégué à la Promotion de l'égalité des chances le 13 juin 2005. Un mois auparavant il a reçu la Légion d'Honneur. Mais qui est Azouz Begag? Né à Villeurbanne d'un père algérien et une mère kabyle en 1957, Azouz Begag a passé les dix premières années de sa jeunesse dans un bidonville sur les bords du Rhône. Ensuite sa famille a déménagé dans une barre d'immeuble à la cité Duchère. Il a fait son doctorat en sciences économiques et est entré au CNRS chargé de la recherche en socio-économie urbaine en 1986. La même année Begag a publié son premier roman, *Le Gone du Chaâba* qui s'inspire de sa jeunesse. Une traduction en anglais sera publiée en 2005 par l'*University of Nebraska Press*. Le roman a gagné le Prix des sorcières en 1987. Maintenant considéré un classique qu'on enseigne souvent au niveau intermédiaire aux États-Unis, le livre a été adapté au cinéma en 1998. Azouz Begag parlera de son livre et présentera le film à Milwaukee. Il parlera également du film, *Camping à la ferme* qui est sorti en juin 2005 et dont il est le scénariste. Depuis *Le Gone du Chaâba*, Azouz Begag a écrit une vingtaine de romans dont une dizaine destinés aux jeunes. Il a publié une autobiographie, *Le Marteau-Pique Coeur* en 2004.

En plus de ses ouvrages de fiction, Azouz Begag a écrit une dizaine de livres en sciences sociales dont *Écarts d'identité* sur les problèmes des jeunes immigrés en France et *Quartiers sensibles*. En mai 2004, il a été chargé par le Ministre de l'Intérieur d'une mission sur l'égalité des chances. Suite à ce rapport il a été nommé membre du Conseil économique et social, désigné sur la proposition du Premier ministre.

En tant que conférencier plénier à Milwaukee, Azouz Begag fera un état présent de sa première année comme ministre délégué à la Promotion de l'égalité des chances. Vous trouverez un entretien avec Azouz Begag dans la *French Review* (78.3, 548-57) et un article sur *Le Gone du Chaâba* (77.6, 1151-64).

Christopher P. Pinet

Editor in Chief, *French Review*

**CELEBRATE  
NATIONAL FRENCH  
WEEK: NOV. 2-8, 2005**  
*Take French out of the  
classroom and into the  
community!*

# PROMOTIONAL FLYERS TO ENLIVEN YOUR CLASSROOM

## **Help Wanted: Encourage Students to Learn French**

AATF's newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. Developed by the AATF Commission on High Schools. Limited quantities of the flyer are offered to AATF members free of charge upon receipt of a self-addressed stamped business-size envelope with a note requesting the new flyer (attach \$.37 or \$.60 postage) 50 copies @\$5.00; 100 copies @ \$10 (member prices); 20 cents each for quantities larger than 250.

## **French By the Numbers**

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.

## **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 9/1/05

<u>Quantity</u>	(all prices cover first class postage & handling)	<u>Cost</u>
_____	Help Wanted, 100 @ \$10, 50 @ \$5	_____
_____	French By the Numbers, 100 @ \$10, 50 @ \$5	_____
_____	French is Not a "Foreign" Language, 100 @ \$10, 50 @ \$5	_____
_____	Why Learn French? 100 @ \$10, 50 @ \$5	_____
_____	Speaking French, 100 @ \$10, 50 @ \$5	_____
_____	Top Ten Reasons to Learn French, 100 @ \$10, 50 @ \$5	_____
_____	Why French FLES*? 100 @ \$10, 50 @ \$5	_____

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

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

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# NATIONAL FRENCH WEEK 2005

Start planning now for the seventh annual National French Week celebration. Join with your local chapter, colleagues in your school and community, as well as colleagues at local colleges and universities to create another exciting National French Week.

We will again have special National French Week materials (pencils, balloons, pins, bumper stickers, T-shirts) available for distribution by August 1 (see page 34). Make sure to order early. If you wait until October, it may be too late to receive your order in time for your celebration.

Remember that every activity from large to small can be an effective promotional event for the study of French, especially when students are involved. Below is just a brief list of some of the successful activities organized by our members over the past six years, proceeding from small to city-wide:

- student-created posters on French or Francophone scientists, artists, authors, engineers displayed in the school or in local places of business;
- a student-created mural featuring famous French or Francophone individuals or a giant crossword puzzle with French clues;
- an exhibit of student-created reproductions of famous French art works;
- a French meal served in the school cafeteria or French menus for the regular cafeteria fare;
- inviting colleagues in other disciplines to study units on French-related topics during the week;
- serving croissants and *café au lait* in the teachers' lounge or to the counselors and office staff;
- a "French fact a day" read over the public address system;
- poster, slogan, cooking, sports, or recitation contests with prizes, of course;
- organizing groups of older students to teach a French lesson or song to elementary school students;
- a job fair featuring local French businesses or U.S. businesses that have operations in France;
- guest speakers including natives of Francophone countries, artists, authors, performers, or film directors;
- immersion activities (but with outside participation by administrators or elected officials as judges, for instance), Francophone festivals, film festivals, performances;
- collaboration with area music, theater, or arts groups, museums, local movie theaters, sports teams, international clubs, etc.;
- a talent show or cabaret or karaoke evening featuring all French skits, songs, and music;
- consult the AATF Web site [[www.frenchteachers.org](http://www.frenchteachers.org)] for other ideas.

These represent just a few of the many creative ideas suggested by our members. Do not forget that one of the key components of National French Week is to involve target audiences beyond our students and their families. Be certain to include counselors, fellow teachers, potential students and their parents, administrators, school board members, and local elected officials in your festivities. Begin working now to obtain a proclamation from your mayor and share it with colleagues in your city. AATF Chapters should begin work immediately to obtain a proclamation from the governor and make sure every chapter member receives a copy. These can be published in newsletters and on posters and shared with the media. University faculty should take a copy of these proclamations and request a similar statement from the university president or provost.

Many of you reported having difficulty getting media attention for your activities. Media coverage is a key component to a successful *National French Week*, but is not always easy to attract. The media are interested in events rather than information. Present your news as an event although you may well need to provide background information as well. Court your local journalists and television reporters or, better yet, have your students do it. Don't forget the school newspaper or alumni magazine. Of course, this year you can return with documents, photography, and video from past events. Create a schedule for contacting the media with periodic updates both before and after the event.

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



### NATIONAL FRENCH WEEK CHECK LIST

- Consult the AATF Web site for ideas for your 2005 National French Week celebration;
- Ask your students for input;
- Invite colleagues to join you and share the work;
- Prepare a flyer for your colleagues in other disciplines, and ask them to support your effort by planning a French-related unit during National French Week; offer to help them find information;
- Request a proclamation from your mayor (combine efforts in larger cities or work with your local chapter so you do not duplicate efforts);
- Order promotional materials, an AATF Promo Kit (page 26) or National French Week items (page 34);
- Solicit support from local businesses, civic organizations, or Francophone agencies;
- Contact local media representatives;
- Put your students to work researching information, preparing materials, and making contacts.

**START  
NOW!**

## 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. Color 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 \_\_\_\_\_

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### **TANT QU'ELLE CHANTE, ELLE VIT** ***apprendre le français grâce à l'héritage de Carole Fredericks*** ***Now available in DVD format***

This program, now available in DVD as well as video, 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.

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

\$50 per set (member price); \$55 (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: \_\_\_\_\_



## ANTISÈCHE



### LE PROF DIT:

Les devoirs pour demain...  
Où sont tes devoirs?  
Bon, alors, tu dois me raconter  
une histoire.  
En retard!  
Levez le doigt.  
Carte jaune!  
Passez-les-moi.  
Soyez sages.  
Toute la classe.  
Parle plus fort.

### L'ÉLÈVE DIT:

Je ne sais pas.  
Je ne comprends pas.  
(Où sont tes devoirs?)

Dans mon sac à dos. À la maison. Dans mon casier.  
Un monstre féroce a mangé mes devoirs.  
Je n'ai pas fait mes devoirs.

Puis-je aller aux toilettes? J'ai envie de faire pipi.  
Je peux aller boire? J'ai soif.  
Je dois tailler mon crayon.  
J'aime les devoirs et j'adore mon professeur.  
Comment dit-on "help" en français? (Au secours!)

### LA GRAMMAIRE:

une phrase complète	l'infinitif	l'adjectif
le sujet/le verbe	singulier	l'adverbe
la terminaison	pluriel	masculin/féminin
conjuguez le verbe		

### LES ACCENTS:

L'accent aigu:	bébé, répétez, l'été
L'accent grave:	mère, père, frère
La cédille:	garçon, français
L'accent circonflexe:	l'hôtel, la forêt
Le tréma:	Zoë, Noël

Continued on next page.

\* REGARDEZ \* ÉCOUTEZ \* RÉPÉTEZ \* RÉPONDEZ \* DEMANDEZ \* SOULIGNEZ \* OUVREZ \* FERMEZ \* MONTREZ \* TOUCHEZ \* ÉCRIVEZ \* LISEZ \* ZÉLIGNEZ



Language teachers all share the same goal of maximizing the limited time their students are exposed to French. We cling jealously to every minute we have to saturate our students' brain cells with French! I distribute the ANTISÈCHE on the first day to facilitate teacher-student or student-teacher exchanges right from the beginning and to help maintain a "French only" classroom.

The content can be reduced or expanded, depending on the level of the students. The students soon recognize the phrases, and they enjoy their control over their linguistic environment. Additional key phrases for student-student exchanges would be helpful, too.

Une ANTISÈCHE is a crib-sheet or a cheat-sheet. *Sécher* means literally "to dry." We have heard French students say "J'ai séché un cours," which is slang (*argot*) for cutting a class. "J'ai séché le français," however, means "my mind dried up and I couldn't find the answer." Therefore, *une anti-sèche* prevents this terrible drying up from happening!

The expressions I have chosen are self-explanatory. The first group, "Le prof dit" contains expressions the students

need to recognize and understand. In my classes, I use "Bon, alors, tu dois me raconter une histoire" when a student has neglected an assignment. Often the creative effort to make up a good story (in French) about why the homework isn't done is as valuable as the homework itself! "Levez le doigt" refers to the practice of French school children who raise a finger rather than a hand in their classes. "Carte jaune" is borrowed from soccer games. It is a warning card (I use yellow post-it notes) for using English in class. Three yellow cards lead to "une carte rouge" (leave the class, recite something in French, an extra assignment, others?).

The second group, "L'élève dit," contains expressions the students will learn to use in class. "Comment dit-on en français?" can become a crutch, but it is still better than blurting something out in English.

*La grammaire* is a section I reserve for middle school students and older. It depends on how much structural analysis is done in class, but learning a few key words is valuable.

The chain of commands (imperatives)—Students need to know these at the recognition level in order to follow directions in the classroom. We practice them chorally, a few at a time repeating in pairs, with accompanying gestures. This becomes a kind of sign language that provides quick visual reminder cues to assist vocabulary retrieval. Start with a few signs of your own (for example: *regardez*, *regardez* with hand over the eyes looking into the horizon; *écoutez*, *écoutez* with hand cupped around the ear), and then invite the students to supply appropriate gestures. It's a spirited way to begin each class or fill in when energy levels sag as the students are on their feet, using their bodies along with their voices.

Send your ideas of useful expression or ways to keep your class in French to me for inclusion in future issues of the *National Bulletin*. What phrases would you suggest to facilitate student-student exchanges?

Elizabeth Miller  
Crystal Springs Uplands School  
Hillsborough, CA  
E-mail: [mmemiller@aol.com]

## NATIONAL FRENCH WEEK CONTESTS

The theme for the year 2005 is "Our Francophone Heritage in the U.S./Notre patrimoine francophone aux États-Unis."

### ESSAY CONTEST

**Deadline:** Postmarked by **October 15, 2005.**

**Send to:** David Graham, 344 Trim Road, Morrisonville, NY 12962; E-mail: [davidg8809@aol.com].

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2005. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

- Grades 3-5: Maximum 150 words;
- Grades 6-8: Maximum 250 words
- Grades 9-12: Maximum 350 words
- College: Maximum 500 words

**Judging Criteria:** Theme relevance, originality,

written expression.

All essays become the property of the AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Poster Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

### POSTER CONTEST

**Deadline:** Postmarked by **October 15, 2005.**

**Send to:** Randa Duvick, Dept. of Foreign Languages and Literatures, Meier Hall, 1800 Chapel Drive, Valparaiso University, Valparaiso, IN 46383; E-mail: [randa.duvick@valpo.edu].

**Guidelines:** The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2005. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, and teacher's full name must be written on the back of the

poster. Submissions with incomplete information will not be judged.

Posters must measure 18" x 24" and have a flat surface with no moving parts. No three-dimensional posters accepted. No glue is to be used. Tempera paint, india ink, markers, flairs, or crayons may be used. Use white poster paper. Mail entries flat. The judging divisions are:

- Elementary: Grades 3-5
- Intermediate: Grades 6-8
- Secondary: Grades 9-12
- College

**Judging Criteria:** Visual impact, theme relevance, originality. (Remember that the use of color is important to visual impact. Large areas of white reduce the visual impact of the submission.)

All posters become the property of the AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Poster Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

## A REFRESHED READING OF VOLTAIRE'S *CANDIDE*

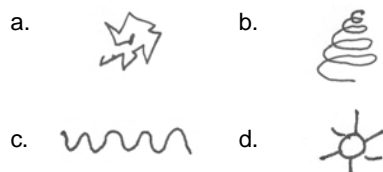
*Candide* has been on the AP French literature list for quite some time. It is widely read on the French IV or AP level. Many of us have been teaching this work for many years. This paper presents ideas and activities I have found in my perpetual effort to keep the experience of reading *Candide* fresh and interesting.

From a variety of English language publications—the *New York Review of Books*, the *New York Times Book Review*, *Smithsonian Magazine* among others—I collect articles which use the term “panglossian” or refer to Dr. Pangloss and assume the reader knows what that signifies. I read these to the class to show them that *Candide* is so unquestionably part of the canon and has been such an influential work that “Pangloss” has become an English word signifying blind optimism. I also have some ads that refer to “the best of all possible worlds.” I point out that the person who won the national spelling bee last year won by spelling the word “pocourant”—now an English word signifying nonchalance, indifference. I point out this material as we begin reading *Candide* with the intent of showing them that characters and ideas in *Candide* are so well known that they have entered our language as clichés and to point out that anyone who has not read *Candide* will not fully understand the word or the references. My students are always impressed and their interest piqued when they become aware of how important *Candide* must be. If one is alert and reads material pitched to an educated audience, one will find these references to *Candide* oneself.

On least four occasions while reading *Candide*, I show excerpts from Leonard Bernstein's opera *Candide* that coincide with the chapter read. (It can be found on-line.) I recommend the scene in the opera where Candide is expelled from the earthly paradise of Tonder-ten-tronck and starts off on his journey. The particular aria in this scene alternates between a major and minor key, reflecting the ups and downs of Candide's journey. The opera is in English, of course. Nevertheless, it is interesting to see how the book has been adapted to a different medium. The opera is quite long and deviates in important ways from the story, so I am selective in the excerpts I show.

After reading Chapter 4, the students should begin to get a sense of the structure of the story—alternating fortunate and unfortunate experiences. To help them realize how the story is structured, I ask them to

select which of the following designs best represents the story line and to justify their response.



e. autre

This leads to a good discussion where the students will recap the story and use good vocabulary. I accept all answers as long as they are well justified although in the end, I help them see that choice C is the most appropriate.

After Chapter 6, I divide the class into news teams—CNN, BBC, TV5, RFI, Chaîne Europe—and assign each a different event to “cover.” There is an anchorperson, a reporter, and some witnesses. They can choose to do their report on video or live. I have five different news events, one for each team. They are the war between the Bulgars and the Abares, the events befalling the family of the Baron and Tonder-ten-tronck, the *naufnage*, the *tremblement de terre* and the *auto-da-fe*. The final team has a program like *Face the Nation* where a moderator interviews three guests—l'orateur, Jacques l'antibaptiste, and Pangloss—in Holland, on their views of religion, society, and man today. (This is the most challenging topic). They are graded on the richness of their vocabulary, a thorough presentation of the events, ease of speaking, and a few bonus points for creativity. This activity provides a break from the straightforward class discussion and is an equally effective way to test how closely they have read the text. In addition it helps develop their speaking skills.

In Chapter 10, there is the contest between Cunegonde and *la vieille* as to who has suffered most in life. Taking as the point of departure the quote, “Hélas! Vous n'avez pas éprouvé des infortunes telles que les miennes,” I give the students four similar phrases to complete: (1) Vous n'avez jamais éprouvé du bonheur tel que le mien. Ha! Écoute...; (2) Vous n'avez jamais éprouvé des malheurs tels que les miens! Ha! Écoute...; (3) Vous n'avez jamais éprouvé des fardeaux tels que les miens. Ha! Écoute...; and (4) Vous n'avez jamais éprouvé des aventures telles que les miennes! Ha! Écoute... The students must finish the quotes and, in a contest with their

classmates, like that between *la vieille* and Cunegonde, the class decides who has had the most happiness, misfortune, the most burdens, the most adventures. It is quite amusing. Students pick the winner. This could be a written or oral activity.

After reading the two El Dorado chapters, I have them imagine their own idea of utopia. I read them mine as a model. I say things like, “Dans mon utopie, toutes les classes sont aussi charmantes que celle-ci; ce n'est pas un catastrophe si deux femmes portent la même robe à une soirée;” etc. to make it a listening comprehension activity, and hopefully they will grasp the humor. There are ways to expand on this. Have the students create a visual to represent their ideas. Have classmates guess which visual belongs to which student.

We read *Candide* in French IV and spend a whole semester on it. Because it represents an important chunk of work, the final evaluation is comprehensive. It includes three required assignments and one optional one. The students still write the traditional essay, choosing from a list of topics, but they must also write an in-class essay. I do this to insure I am getting a sample of their own work with no outside assistance (Internet, older students) For the in-class essay, I give them the first paragraph of Chapter 30 and ask them to discuss “le fond et la forme.” This paragraph is particularly rich in material to talk about. The third required evaluation takes place in the language lab. Students have a list of characters from the book and, upon hearing a quote from the book, they have to identify who said it. This listening comprehension test is a way to see how much of the reading they did in French. If they did most of the reading in English, they will fail this test miserably. I let them know this on day one to encourage them to read the work in French as much as possible, no matter how stressed and pressed they get for time. As an optional extra-credit activity, they are invited to create “un jeu de société” based on the story or to write a TV-type quiz show. I have received some wonderful work that I can use with other classes.

There are good reasons why *Candide* remains on the AP reading list, but because it is such a classic, our handling of it needs refreshing from time to time. I offer these ideas in the hope that they may useful and may provoke others' creative juices.

Ann Miller  
The Pembroke Hill School (MO)

## 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 the AATF with a note requesting the new flyer.

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

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

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

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

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## AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$50 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing on page 38. All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Why Learn French?*
- 100 copies of the flyer *Top 10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
  - \_\_\_\_\_ 25 copies of the *Why French FLES\*?* flyer (optional at no extra cost; check if you would like to receive them)
  - \_\_\_\_\_ 10 copies of the "Help Wanted" flyer for counselors (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*
  - \_\_\_\_\_ FLES\* report (See page 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
  - \_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads
  - \_\_\_\_\_ 25 *On est les meilleurs!* buttons
  - \_\_\_\_\_ 25 *Forward with French* pens

**Total (\$50 per kit):** \_\_\_\_\_

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

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

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

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

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

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

## AATF SCHOLARSHIPS FOR SUMMER 2006

### PRELIMINARY ANNOUNCEMENT

We are working hard to finalize agreements for scholarships for study abroad during summer 2006. In addition, the Walter Jensen scholarship for an undergraduate French major preparing for a career in teaching will be announced in November.

We are pleased to announce that the *Ministère des Relations internationales du Québec* is renewing the six scholarships offered in honor of the 2005 AATF convention for next year. In addition, thanks to the generosity of Jumpstreet Tours which organized city tours during the convention, the money collected from ticket sales will fund two \$1250 scholarships for AATF members to attend a program in Quebec in 2006.

The *Université de Montréal* has provided at least one scholarship for the past several years, and we hope that this will continue as well. We hope that the *Université du Québec à Chicoutimi* and the *Université Laval* will renew their scholarship offers. We also hope to provide scholarships for study in France and Belgium.

At this time we wish to inform interested members that more details and application materials will appear in the November *National Bulletin*. They will also be posted on the AATF Web site [www.frenchteachers.org] as soon as they are available. Note that the application deadline for all scholarships is **February 15, 2005**.

## AATF WELCOMES NEW HONORARY MEMBERS

The AATF welcomed four new Honorary Members at the Awards Banquet in Quebec.



Jean-Pierre Piriou, Past-President, was named an Honorary Member. Jean-Pierre served as President-Elect in 2000, President in 2001-2003, and Past-President in 2004. He provided a strong interna-

tional focus for the AATF, establishing contacts with colleagues and counterparts in several areas of the world.

Sidney Teitelbaum, Director of the National French Contest for more than 35 years, received Honorary Membership in recognition of this dedication to the Contest and his work to make it a nationally respected, valuable promotional tool for French teachers. It is in large measure thanks to his efforts that the Contest passed the 100,000 mark in 2005.



Jean-Benoît Nadeau and Julie Barlow were our keynote speakers in Quebec City. Their training as journalists has allowed them to offer unique insights on French culture in their work *Sixty Millions Frenchmen Can't Be Wrong*.

They are now working on a history of the French language. They participated actively throughout the convention. We are pleased to welcome them as Honorary Members of the AATF.

## NEW EDITOR SOUGHT FOR THE MODERN LANGUAGE JOURNAL

Professor Sally Sieloff Magnan will be stepping down as editor of the *Modern Language Journal* effective with the last issue of Volume 91 (2007). A new editor will be named effective with the first issue of Volume 92 (2008), which goes to press in mid-October 2007. The new editor will begin receiving manuscripts for consideration in July 2007. Although no fixed term of office exists, the new editor should be willing to serve a minimum of three years. A modest honorarium and budget for office expenses accompany the position. The new editor is expected to name his/her own editorial staff, editorial board, and associate editors.

**Qualifications:** The ideal candidate will have a background in Applied Linguistics/SLA/ Foreign Language Education; strong scholarly record; familiarity with quantitative and qualitative research paradigms; and experience in teaching a foreign language in the U.S. Prior editorial experience and EFL/ESL background helpful but not essential.

**Application Procedure:** Those interested in the position should submit as electronic attachment: (1) a letter expressing interest, qualifications, and proposed policies and plans for the *MLJ*; (2) an up-to-date cv; (3) a statement of support from the applicant's dean and/or department chair outlining the institutional support that would be guaranteed, e.g., release time, a part-time secretary or research assistant. The deadline for applications and nominations is **February 28, 2006**. Direct nominations, applications, and inquiries to: Dr. Heidi Byrnes, Chair, *MLJ* Editor Search Committee, German Department, Georgetown University, Washington, DC 20057. Telephone: 202-687-8386. E-mail: [byrnesh@georgetown.edu].

## The AATF and the National FLES\* Commission



### present a new video "Forward with FLES\*"

The video addresses some important issues:

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

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

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

Funding for the video was part of a grant received by the AATF from the U.S. Department of Education Title VI. For more information, consult the Materials Center listings on page 38

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

**July 5-8, 2006, Milwaukee**

Watch for updates on our Web site:  
www.frenchteachers.org

*Vues sur le monde francophone: culture et société*



## AATF ADVOCACY WORKSHOP IN BALTIMORE

AATF Vice-President "Tennessee Bob" Peckham will lead a second national advocacy workshop in support of the AATF's nationwide, state and local program, outlined in its French Advocacy Web site: Ideas for French Language & Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml]

**Time:** Thursday, November 17, 2005, 9:00 a.m. to 4:00 p.m.

**Place:** 244 Maryland Hall, on the Campus of Loyola College, about 5 miles from the 2005 ACTFL Convention site in Baltimore.

- Learn how to mobilize members and non-members in your chapters to defend and expand French programs.
- Hear and tell stories about defending the study of French.
- Find out how to locate and work with language advocacy organizations already operating in your chapter and region.
- Understand why and how public recognition of our nation's "Year of Languages" and National French Week can provide promotional and advocacy momentum for French.
- Get started with some beginner skills making an advocacy Web site, and discuss how it can be used.

Continue to track developing information about the workshop and other AATF advocacy events through the announcement link on our advocacy Web site.

The cost of the workshop, including lunch and materials, is \$50. Checks should be made payable to AATF and mailed with the form available from the AATF Web site [www.frenchteachers.org] to: Dr. Margaret Haggstrom, Maryland Hall 458, Department of Modern Languages and Literatures, Loyola College, 4501 North Charles Street, Baltimore, MD 21210; E-mail: [mah@loyola.edu].

## NEWS FROM THE EXECUTIVE COUNCIL

Five new Executive Council members joined the group during the 2005 Convention in Quebec. Barbara Ransford was elected Vice-President for the term 2005-2007. Region IV (Mid-Atlantic) Representative Alice Cataldi, Region VI (East Central) Representative Randa Duvick, and Region VIII (Southwest) Representative Jacqueline Thomas were elected for the term 2005-2007. Director of the National French Contest Lisa Narug also joined the Council for the first time in Quebec City.

## CALL FOR PROPOSALS 2006 AATF CONVENTION IN MILWAUKEE

The on-line call for proposals for the 2006 AATF convention, to be held July 5-8 at the Milwaukee Hyatt, will be posted on the AATF Web site at [www.frenchteachers.org] on October 1. Proposals will be accepted between October 1 and December 15, 2005. All those interested in submitting a proposal should consult the AATF Web site. The convention will focus on cinema, and the theme will be "Vues sur le monde francophone: cinéma et société." The keynote speaker will be Azouz Begag.

### MEMBERSHIP DRIVE

*The AATF is launching a three-year membership campaign! See the announcement on page 36 for information concerning the 3-for-1 offer for a year's free membership.*

## DICTÉE AU CONGRÈS DE L'AATF

Pour son 78<sup>ème</sup> congrès, l'AATF a offert une dictée à tous les congressistes qui ont bien voulu se tester au jeu de l'orthographe. Beaucoup sont venus, mais pas tous ont rendu leur copie! Nous pouvons dire cependant un grand bravo à tous ceux qui se sont présentés: c'était de l'avis général, un texte difficile, mais le public était très réceptif à l'idée, et tous ont dit, encore de manière unanime, qu'ils avaient appris beaucoup de choses. Le texte était intitulé "Salamalecs québécois" et avait été établi et conçu par Marie-Simone Pavlovich ("Madame Dictée" de l'Illinois) en reprenant le thème du congrès qui était la diversité de la langue.

Une dictée sera au programme pour le congrès de Milwaukee; donc mettez-vous tous à vos dicos et à vos livres de grammaire!

Si vous voulez obtenir une copie du texte, contactez Marie-Simone Pavlovich [mpa347@northwestern.edu].

### Résultats de la Dictée

1. Gregg Siewert; 2. Marie-Louise Harms; 3. Randa Duvick; 4. Christopher Bolander; 5. Marielle Courtois; 6. Diane Sears; 7. Elizabeth Knutson; 8. Susie Hennessy; 9. Sylvie Charron; 10. Robert Slabodnik; 11. Betsy Kerr.

Un grand merci à tous les sponsors: La Dictée des Amériques, l'AATF, le Service culturel du Consulat de France à Chicago, la Librairie Guérin (Québec).

## AATF OUTSTANDING SENIOR IN FRENCH AWARD EXTENDED TO THE COLLEGE LEVEL

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. In 2005, the Executive Council voted to extend this award to the college/university level.

Any public or private secondary school or college/university student 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 or professors in a given school or department, 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 or at a public or private college or university;
- 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, Pi Delta Phi, tutoring;
- 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.

Only one student per school per year will be accepted.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, 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 Senior in French medal.

There is no deadline for this award. The nomination form is posted on the AATF Web site.



# THE AATF HONORS ADMINISTRATORS IN 2005

## AATF ADMINISTRATOR OF THE YEAR AWARD

The AATF/Concordia Language Villages/French Cultural Service Administrator of the Year Award, to be given annually, is intended to recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extra-curricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school- or campus-wide presence for languages. The nomination file should contain the following items: (1) an abbreviated CV (2 pages maximum) outlining the candidate's education and work experience, (2) a brief description of the language program(s) in the school or district (2 pages maximum), and (3) a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s) described. All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than **December 1, 2005**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2006) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia.

## ELECTIONS THIS FALL YOUR VOTE COUNTS!

AATF will be holding elections this fall for five positions on the Executive Council. A President-Elect will be chosen to serve as President-Elect in 2006, President 2007-2009, and Past-President in 2010. Regional Representatives will be elected for a three-year term (2006-2008) in Regions II: New England, Region VII: West Central, and Region IX: Pacific. An AATF Vice-President will also be elected for the term 2006-2008.

Ballots will be included with the dues renewal notices that every AATF member will receive in early October. Ballots must be returned to National Headquarters by **November 1, 2005**.

## FRENCH CULTURE AND LANGUAGE FELLOWSHIPS FOR ADMINISTRATORS 2005

The AATF and the Embassy of France in collaboration with the *Washington Post* extend a unique educational opportunity to school principals and supervisors of foreign language programs of public school districts and private schools. Four fellowships will be awarded to school principals (grades K-12) and supervisors of foreign language programs of public school districts and private schools. The fellowships include a ten-day program in November 2005 in Paris and Amiens, France. The program will include meetings with French administrators as well as local and national French government officials, informational sessions about the French school system and culture, cultural events, most meals, lodging, transportation, and instructional materials. The four administrators chosen by the AATF will join six others selected by the *Washington Post* and the Embassy from the *Post* readership area.

### Requirements

- Those accepted will be required to participate from November 7-16, 2005 (no exceptions).
- An application, including an essay outlining the benefits of the fellowship to the recipient and the recipient's students and/or school district and two letters of recommendation.
- Application must be **received** no later than Friday, **September 23, 2005**. (Note: This message was sent via e-mail to AATF members and chapters in late August. Given the restrictions of time parameters and publication deadlines, some members may receive this publication at or near the deadline. This announcement is intended to serve as a reminder and to publicize the award.)
- Participants must be U.S. Citizens or Permanent Residents (French citizens may not apply).

The fellowship is valued at approximately \$4500.

### Eligibility

- Principals in accredited schools and supervisors of foreign language programs of public school districts and private schools who:
- Wish to enhance their knowledge of international education and foreign language study
- Are contemplating expanding a French program to additional schools, higher levels or lower grades
- Would like to increase their under-

standing of language instruction, professional development or assessment in Europe

- Wish to increase their understanding of the global importance of the study of French.
- Who have not received a similar award in the last three years

Note: Applicants from the District of Columbia, Maryland, and Virginia should apply through the *Washington Post* (call 202-334-7969 or visit [[www.washpost.com/education](http://www.washpost.com/education)]).

### AATF Application Process

Applicant must submit all of the following:

- Completed Application Form
- Brief Work History/Resume
- Completed Essay
- Three Passport Size Photos
- Signed Acceptance Form
- Two letters of recommendation (This may include letters from French teachers in their school or school district)
- Evidence of U.S. Citizenship or U.S. residency

### Who Should Apply

- Principals of accredited private and public schools
- Supervisors of foreign language programs of public school districts and private schools

More information and application materials can be found on the AATF Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)].

**F**eed the imagination as well as the palates of those you are trying to reach.

**R**emind the public of all the wonderful and useful reasons to learn French.

**E**ntertain with student or guest performances or films.

**N**etwork with French teachers, French speakers and Francophiles in the community, and the local media.

**C**elebrate the French-speaking heritage both within the U.S. and around the world.

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

## PROMOTIONAL MATERIALS TO ENLIVEN YOUR CLASSROOM

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

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

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

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

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

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

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

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

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

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

**AATF Reflets Video:** Produced by former AATF Vice-President Bernard Petit, this 40-minute video, accompanied by a teacher's guide, highlights several songs by Eric Vincent and includes a video tour of Paris (\$40 members/\$45 non-member)

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

\*Prices as of 9/1/05



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

<u>Quantity</u>	<u>Size</u>	<u>Cost</u>
_____ Navy Tee-Shirt @ \$18	L XL XXL (circle size required)	_____
	(add an additional \$1 for XXL)	
_____ Video		_____
_____ Open Your World (\$15/\$18)	_____ Forward with French (\$15/\$18)	
_____ Forward with FLES* (\$15/\$18)	_____ Reflets (\$40/\$45)	
_____ <i>Calendrier perpétuel</i> @ \$15/\$18		_____
_____ Bumper Stickers 2@\$1/10@\$4		_____

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

**Name** \_\_\_\_\_

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

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

# MIMI HAGEDORN RECEIVES 2005 ISE YEAR OF LANGUAGES FRENCH TEACHER AWARD

"As an educational organization committed to a strong language and culture program, ISE is especially pleased to have Mimi Hagedorn as the recipient of its Year of Languages Award. She personifies our mission. Her tireless efforts in and out of the classroom change students' lives." This comment comes from Dennis Meredith, Director of Education for Intercultural Student Experiences, who presented Marian (Mimi) C. Hagedorn with the AATF-ISE Year of Languages Award at the AATF Conference in Quebec. Due to circumstances beyond her control, Mimi was unable to be present and was represented by the Kentucky AATF Chapter President, Maureen Motsinger, who read Mimi's acceptance speech.

This award, funded by ISE, is being presented to a high school teacher in each of three language associations, AATF, AATG, and AATSP, to celebrate 2005 Year of Languages. In addition to excellence in the classroom, candidates were asked to demonstrate commitment to the pursuit of global awareness and cultural understanding and participation of their students in foreign travel and exchanges. Among other accomplishments, Mimi Hagedorn has been a leader in facilitating participation of her students and those of other school districts in an exchange that has resulted in a memorandum of understanding between the State of Kentucky and the *Académie* of Dijon, France.

Mimi, a resident of Cold Spring, KY, is a



French teacher and world languages department chair at Bishop Brossart High School, Alexandria, KY, where she has taught since 1983. In addition to organizing and leading seven trips to France (between 1984-1996), involving 140 students, she has been the school-to-school exchange coordinator for a program involving 135 students in seven public, private, and parochial schools in Kentucky with two schools in Dijon and Chalon-sur-Saône,

France. Forty to forty-five French students travel to Kentucky for two weeks, and Kentucky students go to Burgundy for three weeks each year. She initiated and led five exchanges between 1997 and 2005. Mimi organizes a videoconference between students in her high school and the schools in Dijon before each exchange. Jacqueline Bott Van Houten, the World Language and International Education Consultant for the Kentucky Department of Education, credits "Mimi's strong connections with Dijon, through this exchange, {as having} contributed to the Kentucky Department of Education signing the first ever Memorandum of Understanding between a state and an *Académie* (Dijon) in France."

Some of Mimi's other professional achievements include:

- Co-authoring and publishing *A Student Guide to Cultural Comparisons Abroad with Kentucky's International Partners* (2004);
- Creating a model standards-based unit of study, *C'est la vie; c'est la guerre*,

an inquiry-based unit focusing on a battlefield in Alésia, France, and a Civil War battlefield in Kentucky (pending posting on the Kentucky Department of Education Web site);

• For the past 20 years, contributing as a steering

committee member for a regional foreign language festival, a five-county day-long competitive event, involving 1200 students of four languages in over 20 categories;

- Co-designing an AP French course for the Kentucky Virtual High School (2002);
- Participating in the creation and filming of a professional development video for teachers, focusing on Provence as a theme for integrating arts and humanities into the foreign language classroom;
- Being named Kentucky AATF Teacher of the Year (2002);
- Serving as President (2002-2004), Vice-President, and Secretary of the Kentucky AATF Chapter.

For a view of the 2005 exchange in Burgundy, Mimi Hagedorn offers this on-line memory book with photos at [[www.bishopbrossart.org/Faculty/Departments/French/FrenchExchange/exchange.html](http://www.bishopbrossart.org/Faculty/Departments/French/FrenchExchange/exchange.html)]. After having prepared the Web page before the trip, Mimi updated it daily during the exchange for the families and friends of her students. Her e-mail is [[mimihagedorn@fuse.net](mailto:mimihagedorn@fuse.net)].

## CALENDRIER PERPÉTUEL

On what day...

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

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

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



Pictured (left to right): Dennis Meredith, ISE; Maureen Motsinger, Chapter President; Margot Steinhart, AATF President.

## CORRIGÉ DES EXERCICES

sur l'article «La Vie des mots» paru dans la *French Review*, Vol. 78, No. 4 (March 2005). Les activités se trouvent à la page 17.

- I. Réponses proposées.
  1. Il est important que la pauvreté ne s'accroisse pas encore.
  2. Il est préférable de déranger ce pauvre malade.
  3. Il est clair que l'année prochaine le déficit budgétaire de la France sera abyssal.
  4. Il suffit que le Ministre des Finances veuille rééquilibrer son budget pour satisfaire les syndicats.
  5. Il est vraisemblable que les J.O. auront lieu à Paris en 2012.
- II.
  1. dendroclimatologue
  2. blanchissant de l'argent
  3. une journée serait deuil national
  4. l'apprentissage de la lecture par la méthode globale
  5. donner le S.M.I.C. à tous les ouvriers
- III. laver son linge sale en famille; se prendre une claque; être à la noce; broyer du noir; mettre la clé sous la porte; les prix s'envolent; concocter; il est boulimique de travail; prendre un coup de jeune; traverser une mauvaise passe; ne pas être tendre avec quelqu'un
- IV.
  1. profaner une tombe
  2. frauder le fisc
  3. porter le voile islamique à l'école
  4. pratiquer l'euthanasie
  5. pratiquer le travail au noir
- V. le véliplanchisme; un décathlonien; jouer les prolongations; un quadruple champion; une discipline sportive; une épreuve sportive; un/une finaliste; courir le 200 mètres; le water-polo; l'équitation; les Olympiades; le sprint féminin; un juge de ligne; l'heptathlon
- VII. être perclus de rhumatismes; avoir un accident vasculaire cérébral; être totalement dépendant; dépenaliser l'euthanasie; une hormone de croissance; un psychiatre; accompagner les mourants; les soins palliatifs; un tétraplégique; débrancher un malade; le paludisme; prescrire un médicament; une maladie grave

**CELEBRATE  
NATIONAL FRENCH  
WEEK: NOV. 2-8, 2005**  
*Take French out of the  
classroom and into the  
community!*

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

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

## AATF NATIONAL COMMISSIONS

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Arizona State University  
Tempe, AZ 85287-0202  
E-mail: [sue.hendrickson@asu.edu]

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E-mail: [dmccracken@stchas.edu]

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University of North Texas  
P.O. Box 311127  
Denton, TX 76203-1127  
E-mail: [koop@unt.edu]

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21 Carlton Place  
Rutherford, NJ 07070  
E-mail: [hdparis20@aol.com]

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4201 Henry Avenue  
Philadelphia, PA 19144-5497  
E-mail: [angelinie@philau.edu]

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Wilmington High School  
Wilmington, MA 01887  
E-mail: [jbeckwith@wilmington.k12.ma.us]

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Kenmore, NY 14223-1236  
E-mail: [bbenzin@aol.com]

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Southampton, MA 01073  
E-mail: [nancygadbois@charter.net]  
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Wexford, PA 15090  
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809 Humanities Office Building  
University of South Carolina  
Columbia, SC 29208  
E-mail: [lomicka@sc.edu]

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School of World Studies  
Virginia Commonwealth University  
P.O. Box 842021  
Richmond, VA 23284-2021  
E-mail: [pcummins@vcu.edu]

## TÊTE-À-TÊTE UPDATE

The AATF Commission on Articulation began the *Tête-à-Tête* teacher-to-teacher mentoring initiative last year in an effort to improve communication among teachers and to allow them to share their experiences. Chapters were asked to designate a Mentoring Coordinator to help recruit and pair individuals on the chapter level. Individuals were invited to join the project as a mentor, "mentee," or colleague-to-colleague partner to share ideas and support each other. There has been much positive response to the project from teachers who wanted to serve as mentors, who wanted mentors, or who liked the idea and wanted to become involved in some way. Many chapters have chosen their Mentoring Coordinators.

At the convention in Quebec the Commission on Articulation sponsored a session on the *Tête-à-Tête* initiative at which participants enthusiastically shared ideas about the project and discussed what was taking place at the chapter level. Many chapters are actively involved in mentoring, and a number of partnerships are already moving forward. In some chapters, the Mentoring Coordinators have presented workshops at the state language conference. Questions have also been raised concerning the roles of the Mentoring Coordinator and of mentors.

Following the session, we created a plan of action for the next stage of the initiative and drafted some guidelines to help chapter Mentoring Coordinators and mentors in their roles. The coordinator's role is primarily to (1) inform the chapter about the initiative through presentations at local meetings, the chapter Web site and/or newsletter; (2) be a mentor and/or help identify individuals within the chapter who want to serve as mentors or have a mentor, or simply find a partner with whom to share ideas; (3) publicize the initiative by distributing copies of the *Tête-à-Tête* flyer (an electronic copy is available) at state, local, and regional conferences, chapter meetings, schools, etc.; (4) serve as a liaison between the chapter and the national coordinators.

The role of a mentor is (1) to create a *Tête-à-Tête* partnership to discuss ideas and enable the partners to support and learn from each other; (2) to offer assistance and collaboration; and (3) share areas of expertise and correspond via e-mail, telephone, or face to face.

Our next step is to create a database in order to pair participants according to geographical location, areas of expertise, and special interests. We would like to ask you to publicize the initiative at your fall meetings and to recruit participants. If your chapter has not already designated a Mentoring

Coordinator, please do so and send the name and contact information to your Regional Representative, who will forward it to us. Those interested in participating in the project should contact their chapter coordinator and National Coordinators Jo Ellen Sandburg [j\_sandburg@msn.com] and Diana Regan [dregan@comcast.net] or Sue Hendrickson [sue.hendrickson@asu.edu]. We will contact you with additional information in the upcoming months.

Suzanne Hendrickson  
Chair, Commission on Articulation

### AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901.

### CALL FOR PAPERS: SPECIAL ISSUE OF THE *FRENCH REVIEW* "LES ÉTATS-UNIS ET LA FRANCOPHONIE"

This special issue will be open to articles on all aspects and vestiges of Francophonie in the U.S., including Francophone literature in the U.S., U.S. Francophone communities, preservation of French in these communities, the teaching of the U.S. Francophone heritage, linguistic studies of French, Creole, or other variants in the U.S. This volume, to be published in May 2007, will be in honor of our 80<sup>th</sup> annual meeting to be held in Baton Rouge July 12-15, 2007. 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, 2006**. Contact: Christopher Pinet, Modern Languages and Literatures, Montana State University, Bozeman, MT 59717; E-mail: [umlcp@montana.edu].

## AATF SMALL GRANTS

At the Quebec Convention, the Executive Council again renewed the AATF Small Grants program for 2006 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. Matching funds from the chapter to which the applicant belongs or from another source must be committed. 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, 2006**: (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 2006 are encouraged.

**PLAN NOW TO CELEBRATE NATIONAL  
FRENCH WEEK  
NOVEMBER 2-8, 2005 & 2006**

## 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.

# CELEBRATE NATIONAL FRENCH WEEK

## NOVEMBER 2-8, 2005 & 2006



## ORDER FORM FOR NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NEXT NOVEMBER!



The following items are available from AATF at cost for promoting National French Week. Save this form to order your promotional items *à la rentrée*. If you wait until October, it will be too late to receive most items in time for your celebration. Prices for promotional items include shipping unless otherwise indicated.

Bumper Stickers: **National French Week: La Semaine du français** [2 for \$1; 10 for \$4]

Pencils: **La Semaine du Français** [4 for \$1]

Buttons: **On est les meilleurs!** [1-25 @ 65 cents each; more than 25 @ 50 cents each]

Balloons: **National French Week: La Semaine du Français** [8 for \$1]

**\*\*SPECIAL:** Order 25 of each item (100 items total) for \$25 (represents a 20% savings)

**Invitations:** Special bilingual black on white invitations. Space is provided for you to print the particulars of your event. Intended for special guests; not for mass distribution. [\$1.00 / 5 invitations & envelopes]

**Posters:** Additional copies of the 2005-2006 promotional poster are available while supplies last. 1-5 posters @ \$2 each; 6-20 posters @ \$1.75 each; 21 or more posters @ \$1.50 each.

**T-shirts** (blue with white logo design)

T-shirts x \$10 \_\_\_\_\_ L \_\_\_\_\_ XL

T-shirts x \$11 \_\_\_\_\_ XXL

Note: T-shirt prices do not include postage (\$3 for first T-shirt, \$1 for each additional shirt);

**Total enclosed for promotional items.** \_\_\_\_\_

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

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

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

Enclose payment or purchase order and mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62190-4510. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org].



## THE 2006 AATF BOOK CLUB

Welcome to the second year of the AATF Book Club! The theme for 2006 is Literature and Film in anticipation of the 2006 Conference (Milwaukee, July 5-8) and the special issue of the *French Review* on Francophone cinema. A book list is provided here to allow interested members to read the texts and view films in advance.

Michèle's List:

- (1) Texte: "Une Partie de campagne" (Guy de Maupassant); Film: *Partie de campagne* (Jean Renoir)

Renoir's adaptation of Maupassant's short story is a rich and concise way to explore the process of adaptation and the differences between literary and cinematic language. Any edition of the *nouvelle* is appropriate. A recommended edition for colleagues interested in in-depth comparison of the story and Renoir's adaptation is *Maupassant/Renoir, Une Partie de campagne* (Ellipses Marketing, 1995), ISBN: 272984533X. Renoir's film is available in VHS (NTSC); a new Zone 2 DVD of the film will be released in September 2005.

- (2) Texte: *Le Gône du Chaâba* (Azouz Begag); Film: *Le Gône du Chaâba* (Christophe Ruggia)

This autobiographical coming-of-age novel/film tells the story of a group of Algerian immigrants in France in the 1960's from the point of view of nine-year-old Omar. The author, currently *Ministre délégué à la Promotion de l'égalité des chances* will be in Milwaukee to talk about his novel and its adaptation. The novel will serve as a springboard to discuss *le cinéma de l'immigration*.

- (3) Texte: *Une si longue lettre* (Mariama Bâ); Films: *Xala* and *Faat Kiné* (Ousmane Sembène), *Tableau Ferraille* (Moussa Sene Absa)

This well-known novel is in the form of a long letter written by a widow, Ramatoulaye, to her friend, over the mandatory forty-day mourning period following the death of her husband. Ramatoulaye examines her life and that of other women of Senegal, focusing on the cultural restrictions placed upon them and the issue of polygamy. The novel will serve as a springboard to discuss Senegalese society and women's issues in the films. Many AATF members are already familiar with *Une si longue lettre*; it is more readily available than the other works listed below which are out of print, difficult to find, or very expensive but which may be available at your local library or through Interlibrary Loan.

Ka, Aminata Maïga. *La Voie du salut et Le Miroir de la vie*. Présence africaine, 2000. ISBN: 2708704613

Sembène, Ousmane. *Xala*. Société

Nouvelle Présence Africaine, 2000. ISBN: 270870589X

Warner-Vieyra, Myriam. *Juletane*. Présence africaine, 2003. ISBN: 2708707256

Gaasch, James. *La Nouvelle sénégalaise*. XAMAL, 2000. ISBN: 2844020216

All three books (including the Ellipses edition of *Une Partie de campagne*) can be ordered from French & European Publications, Inc./*Librairie de France*. E-mail: [ivresny@aol.com]; Telephone: (212) 581-8810; Fax: (212) 265-1094. Contact: Emanuel Molho. You will receive a 20% discount if you mention that you are a member of the AATF when ordering.

Michèle Bissière  
University of North Carolina-Charlotte  
E-mail: [mhbissie@email.uncc.edu]

Note: Michèle Bissière is Associate Professor of French at UNC-Charlotte, where she has taught since 1990. Her Ph.D. and early publications were on eighteenth-century women writers. She is now focusing her teaching and professional activities on film. She is currently co-editing a special volume of *Women In French Studies* entitled *Teaching French and Francophone Literature and Culture Through Film* (with Catherine Montfort, of Santa Clara University). She is also working on an intermediate French textbook based on feature films.

### CHECK THE WEB FOR UPDATES

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

## UPCOMING AATF CONVENTIONS

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

- Milwaukee (July 5-8, 2006)
- Baton Rouge (July 12-15, 2007)
- Liège, Belgium (2008)
- San Jose (2009)

## SELF-STUDY GUIDE TO THE WORLD WIDE WEB IN FRENCH

Learn how to...

- Surf the Web.
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- Create your own Web page.
- Talk about the Web in French.
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In French or English!

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

## 2005 AATF SUMMER SCHOLARSHIP WINNERS

Université de Montréal: **Michael Hydak (TX)**

Université du Québec à Chicoutimi: **David Greer (NJ)**

Université Laval: **Jeanne Marie Comeford (MN)**

Gouvernement du Québec:

**Eleonora Bertacchi (NY), Barbara Lynn Brown (FL)**

**Michèle Diekelman (IL), Margarita Levasseur (IL)**

**Regina D. Sternlicht (MA), Tamara Wietfeldt (WA)**

Communauté française de Belgique:

**Dana Linville (OH) & Kara Martinson (MN)**

French Cultural Service:

**Michael Brinkmeyer (VA), Barbie Book Brown (NC)**

**Carrie Collins (VA), Nancy Gorman (MD)**

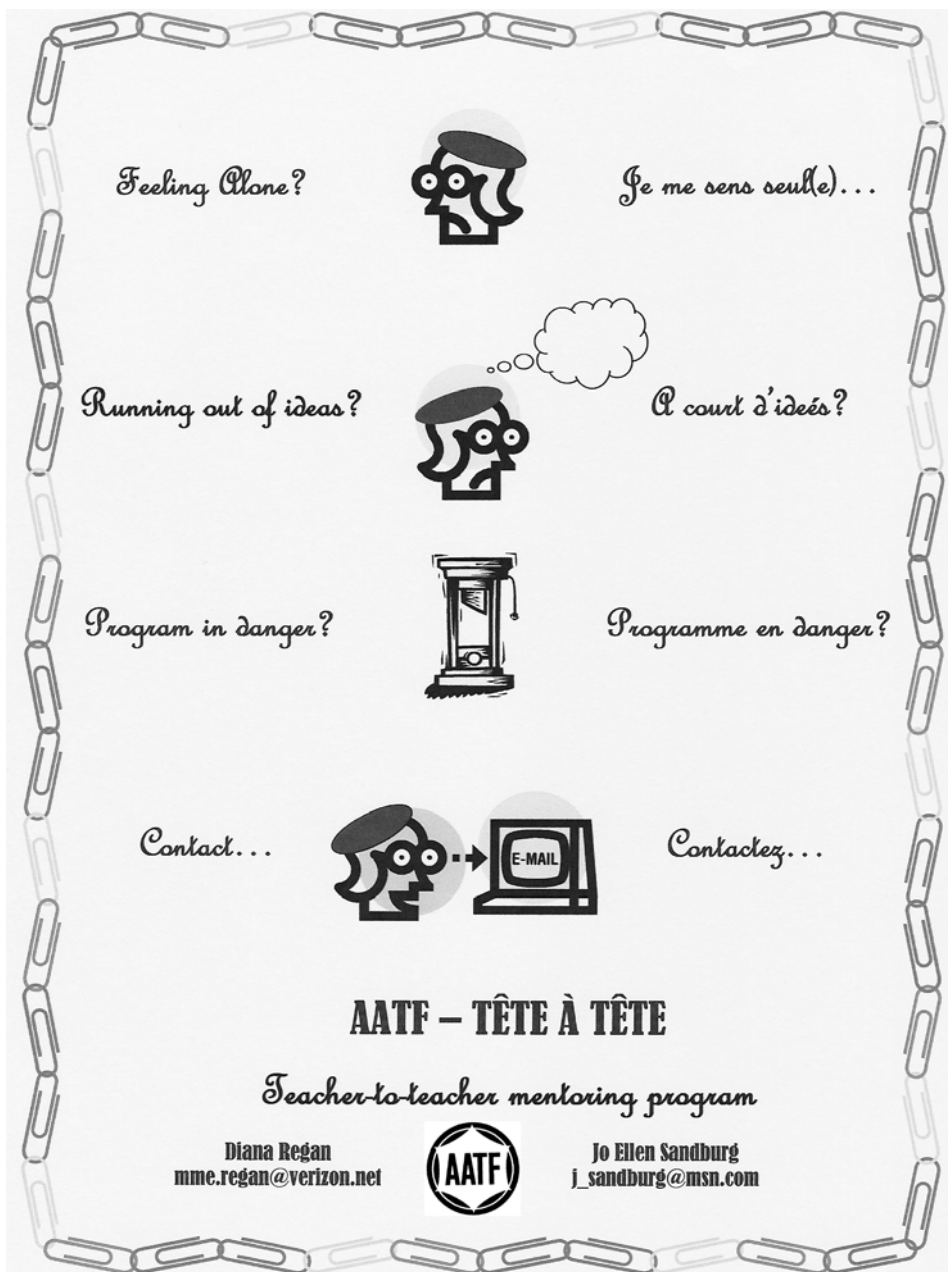
**Rosalee Gentile (IL), Jamie Hazelton (PA)**

**Lynn Marie Mayo (NY), Sandra Rands (OR)**

**Cynthia Richards (OH), Tracy Rucker (GA)**

UBC Program in Quebec:

**Linda Bartley (FL) & Calandra Jackson (VA)**



## AATF MEMBERSHIP DRIVE 2006

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, 2006 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 2006, 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!

## What's New in the French Review?

Vol. 79, No. 1 (October 2005)

Articles include the titles below and more:

- "L'Année littéraire"
- "Realistic Composition Assignments for Our Students" (Krug)
- "Bringing the Web to the Foreign Language Writing Class" (Pooser)
- "Stendhal mémorialiste de Retz" (Garneau de l'Isle-Adam)
- "French Gay Activism and the American Referent in Contemporary France" (Poulin-Deltour)

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

## 2006 SUMMER SCHOLARSHIPS FOR FRENCH STUDENTS

The American Society of the French Academic Palms will award three student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2006. To qualify, the student must be a junior or senior enrolled in a high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Each scholarship of \$2000 may be used to cover travel and program costs in a French program that the recipient selects. The application must be endorsed by a member of ASFAP and be received by **December 1, 2005**. Applications will be sent electronically upon request. Please contact Dr. Margot Steinhart at [m.steinhart@sbcglobal.net].

## 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. 22)
- Promotional Flyers (p. 20)
- Other Promotional Items (p. 30)

## LA FRANCE DIVISÉE

This 36-min. documentary film explores the two sides of France during World War II: the collaboration with the Vichy government as well as the courage of many Righteous Gentiles and members of the Resistance. It also includes interviews with seven French people: a Holocaust survivor, three child survivors, two historians, and a leader of the French Resistance. Each interviewee presents a very different account of his/her experiences. The film concludes with actual footage of two historic apologies from the French government and Catholic Church. President Jacques Chirac publicly apologized for France's role in the deportation of Jews (1995), and Bishop Olivier de Berranger apologized for the silence of the French Catholic Church and asked for forgiveness (1997). Written, produced, and directed by Barbara P. Barnett and Eileen M. Angelini. Recommended for high school or college.

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

*La France divisée* (DVD with French, English, and no subtitles) \_\_\_\_\_ copy (ies)

*La France divisée* (VHS in French with English subtitles) \_\_\_\_\_ copy (ies)

*La France divisée* (VHS in French with no subtitles) \_\_\_\_\_ copy (ies)

\$25 (member)/\$30 (nonmember)

Study Guide (20-page workbook accompanying the program) \_\_\_\_\_ copy (ies)

\$5 (member)/\$6 (nonmember)

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



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Address \_\_\_\_\_

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

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

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



### NEW CD AVAILABLE ARCHITECTURAL WALKING TOUR OF PARIS

The AATF now has available a CD entitled: "Paris: A Walking Tour of Selected Buildings." Designed for architects, this excellent CD has a wealth of still and video photography of 24 Paris buildings and monuments, including the *Musée d'Orsay*, *la Grande Arche*, *la Bibliothèque nationale*, *la Cité des sciences*, *la Pyramide du Louvre*, and the *Centre Pompidou*. For each building, there is a brief introduction in English, a series of still photographs of the features of the building, a series of video clips of each building, as well as a site map.

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

\_\_\_\_\_ CDs x \$12.50 = Total enclosed \_\_\_\_\_

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

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

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

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

### SPECIAL NOTICE

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

# AATF 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.

## PROMOTION OF FRENCH (MEDIA)

**NEW Teaching Business French: Textbooks, Reference Tools, and Pedagogical Aids:** resource CD by Will Thompson, AATF Commission on Business and International Trade. \$12.50 (members)/\$15 (nonmembers)

**Architectural Walking Tour of Paris:** CD provides still and video footage of 24 Parisian buildings. \$12.50 (members)/\$15 (nonmembers)

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

**Open Your World With French/Le français m'ouvre le monde** 10-min. video encourages students to study French. \$15 (members)/\$18 (nonmembers)

**Forward with French** 10-min. video has interviews with business people in NY state who use French in their work. \$15 (members)/\$18 (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)

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

**Why French FLES\*?** (newly revised)

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

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

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

**Top 10 Reasons to Learn French**

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

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# JOURNAL D'UN ASSISTANT AMÉRICAIN EN FRANCE 2002-2003

Je fais des études de français et, pendant ma deuxième année, j'ai eu l'occasion de passer un an en France comme assistant d'anglais. J'ai passé toute l'année à Toulouse où j'ai travaillé au Lycée St. Sernin et au Lycée Pierre de Fermat. Comme assistant, je travaillais avec des groupes d'élèves et je faisais des activités qui renforçaient leur capacité de parler anglais. Pendant neuf mois j'ai tenu un journal de mes expériences quotidiennes, mais certains aspects sont plus intéressants que d'autres. Mon installation à Toulouse et la découverte de la bureaucratie française, la prise de conscience de mon américanité et la guerre en Irak sont les quatre les plus notables. Je vais vous en faire part.

## L'Installation à Toulouse

Je suis arrivé à Toulouse le 17 septembre et j'ai immédiatement commencé à chercher un appartement. Le grand frère de mon correspondant français, qui y habite, est venu me chercher à la gare et m'a accompagné au CROUS (Centre régional de s œuvres universitaires et scolaires), l'organisation qui aide les étudiants étrangers. Nous avons demandé où se trouvait le bureau des étudiants étrangers, et nous y sommes allés pour demander s'il restait encore des logements universitaires parce qu'ils sont moins chers que les appartements. Mais, comme il fallait s'y attendre, l'employé nous a dit qu'il n'y en avait plus. Alors, nous sommes allés dans une autre partie du CROUS où l'on peut trouver des annonces d'appartements. Je voulais en trouver un au centre ville près des deux lycées où je devais travailler, mais ce n'était pas facile. En 2001 l'explosion de la grande usine AZF a détruit deux mille appartements, créant ainsi une crise de logement. Pendant toute une semaine, j'ai dû prendre le bus pour aller à Toulouse chercher des annonces au CROUS. Au bout de quelques jours, la famille chez qui j'habitais m'a dit qu'il fallait prendre le premier appartement disponible. Mais le problème, c'était que personne ne retournait mes appels. Finalement, je suis passé dans une agence immobilière, et j'ai vu une annonce pour un appartement un peu loin du centre ville, à quinze ou vingt minutes à pied de mes deux lycées. Le lendemain l'agent me l'a fait visiter. C'était assez petit mais sympa. Le seul problème, c'était qu'il était complètement vide. Mais comme je devais commencer le travail deux jours plus tard et que je pensais ne pas pouvoir en trouver un autre, je l'ai pris. À l'agence immobilière, nous avons commencé à remplir les papiers quand l'agent

m'a donné une feuille avec tous les détails. Il m'a fait part des frais qui étaient de 300 euros et m'a expliqué que c'était le montant à payer pour louer l'appartement par le biais d'une agence. Cela m'a étonné parce qu'aux États-Unis les frais n'existent que pour le propriétaire. Si j'avais su qu'il fallait payer 300 euros, je n'aurais pas fait appel à une agence. Mais j'ai décidé de continuer quand même puisque j'avais vraiment besoin d'un logement. Cependant au dernier moment j'ai décidé de renoncer à mon bail et d'emménager dans un appartement au centre ville avec un ami américain que j'ai rencontré. J'ai perdu les honoraires (300 euros et 300 euros pour le premier mois de loyer) mais maintenant j'habitais au centre ville dans un appartement meublé.

## Bonjour la bureaucratie française

On pourrait croire que c'était là la fin de ma grande mésaventure, mais non. À présent il fallait m'occuper de ma carte de séjour. La bureaucratie française n'est pas la plus simple. Pour obtenir mon premier salaire à la fin octobre il me fallait avoir un compte bancaire avant le 15 octobre. Si on était en retard, on ne recevrait le premier salaire qu'à la fin novembre. Mais pour ouvrir un compte en banque il fallait avoir une carte de séjour, et pour obtenir une carte de séjour il fallait avoir une résidence ET passer un examen médical pour étrangers, ce que je ne savais pas. Alors j'ai pensé que la carte de séjour était la chose la plus importante, et je suis allé quatre fois à la préfecture pour l'obtenir. À chaque fois une personne différente me disait qu'il me manquait un document, et je ne pouvais jamais obtenir deux fois la même réponse. Finalement j'y suis allé avec tout ce dont j'avais besoin, et la dame qui s'occupait de mon dossier était sur le point de me donner ma carte quand elle s'est rendu compte que je n'avais pas passé l'examen médical. Je ne savais pas de quoi elle parlait, car j'avais trois amies américaines qui avaient obtenu leurs cartes sans examen médical. La dame m'a dit que c'était impossible et que je me trompais. Alors, j'ai pri rendez-vous chez un médecin, mais le 16 novembre était la première date disponible, et le 15 octobre il fallait avoir un compte en banque! À ce moment-là, j'étais furieux! Si j'avais su que j'avais besoin d'un examen médical, j'aurais pris rendez-vous plus tôt. Et maintenant toutes mes amies allaient obtenir leurs salaires fin octobre, mais pas moi. Il me fallait attendre jusqu'à fin novembre, et je ne pouvais rien faire. Donc, le 16 novembre je suis allé à mon rendez-

vous chez le médecin. Quand je me suis présenté, la secrétaire m'a demandé une pièce identité et ma carte de séjour! Très poliment, je lui ai dit que je n'avais pas de carte de séjour, et elle m'a dit: «Il faut l'avoir!» Ça, c'était le comble! Je me suis vraiment fâché et j'ai crié: «Non, je n'ai pas besoin de carte de séjour; je suis ici parce que je dois subir un examen médical avant de pouvoir obtenir une carte de séjour!» Elle n'a rien dit, a fait certaines choses sur son ordinateur et m'a informé que mon rendez-vous serait dans 30 minutes. J'étais encore furieux, et je lui ai dit: «Alors, maintenant je n'ai pas besoin de carte»? Elle a simplement dit: «Non », et elle est partie chercher sa collègue. Vive la bureaucratie française! Mais l'examen médical s'est bien passé, et j'ai finalement eu ma carte de séjour.

## Être américain en France en 2002-2003

Au bout de quelques semaines je me suis rendu compte aussi de quelque chose d'intéressant. Le reste du monde n'aime pas beaucoup les États-Unis et leur reproche les problèmes économiques de leur propre pays. J'étais le seul Américain dans la classe de français que je suivais à l'Alliance française. Les autres pays représentés étaient le Brésil, le Mexique, l'Argentine, l'Angleterre, l'Irlande, la Chine, le Japon et la Thaïlande. Les étudiants disaient que les économies de leur pays étaient si mauvaises à cause de McDonald's, du cinéma américain et de toutes les grandes entreprises des États-Unis. Au fait, ce n'était pas tout le monde qui se plaignait; les Anglais et les Irlandais semblaient plus ou moins neutres, mais les Brésiliens, les Argentins et les Asiatiques me disaient que la mondialisation détruisait leur pays. En tant qu'Américain, je me sentais obligé de défendre mon pays—une tendance assez américaine qui m'a posé souvent des problèmes dont je n'arrivais pas à me défaire. J'ai dit que c'était un peu injuste d'accuser les États-Unis comme la seule cause des problèmes de leur pays! C'était comme si des années et des années d'instabilité politique n'y étaient pour rien. Même si c'était le cas, McDonald's n'est pas venu avec des fusils pour envahir leur pays. Leur gouvernement a permis à McDonald's et à toutes les autres entreprises américaines de s'y installer et, franchement, si les gens n'aiment pas McDonald's, ils n'ont pas besoin d'y aller manger! Les Français mangent chez McDonald's peut-être même plus que les Américains. Je n'ai jamais vu des queues aussi longues que chez McDonald's en

France. Il y a deux McDonald's et deux autres chaînes de «fast food» autour de la place du Capitole, et les queues sont toujours interminables. Si les gens n'aimaient pas vraiment McDonald's, il n'y aurait pas autant de clients.

Ce n'est pas le premier débat que j'ai eu sur McDonald's. Si une personne de plus me disait que McDonald's faisait grossir les Français, je l'aurais tuée avec un Big Mac! Moi, je mange souvent de la nourriture qui n'est pas recommandable pour la santé et je suis maigre. Peut-être que la vraie raison de la grosseur des gens est un manque d'exercice. Je sais que maintenant j'écris ironiquement et cyniquement, mais c'était dur d'être entouré de gens qui attaquaient mon pays et qui disaient des choses qui, bien que pas entièrement fausses, ne sont pas forcément vraies. Après, j'ai dû écouter quelqu'un qui a dit que tout le monde aux États-Unis était gros. Moi, je ne suis pas gros, donc ce qu'il a dit était faux, mais en plus, imaginez ce qui se serait passé s'il y avait une grosse Américaine dans la classe? Comment se serait-elle sentie après cette affirmation? Peut-être qu'il ne l'aurait pas dit, mais quand même. Est-ce que je répète les stéréotypes culturels sur les autres nationalités? Il y en a beaucoup, mais il faut essayer de s'en débarrasser.

Je comprends qu'il y a d'autres choses qui embêtent les gens à propos des États-Unis, comme par exemple, les films, la musique et les autres aspects de la culture américaine. C'est vrai qu'aux États-Unis si on ne veut pas participer à la culture française on n'est pas obligé de le faire. On peut passer six mois sans voir un seul symbole de la culture française. Mais en France, on ne peut pas passer un seul jour sans être bombardé par la culture américaine. Que ce soit la musique, le cinéma ou une décision politique qui touche la France, les États-Unis sont là et on ne peut pas échapper à leur présence. Il faut habiter à l'étranger afin de comprendre pourquoi il y a des pays et des peuples qui n'aiment pas les États-Unis et leur culture. Lorsqu'on passe deux semaines de vacances hors de son pays, on ne peut pas voir exactement combien notre culture influence le reste du monde. Pour moi c'était clair maintenant. Aux États-Unis nous ne

nous demandons jamais si les autres peuples nous aiment ou pas. Nous sommes loin du reste du monde, et il ne nous touche pas comme nous le touchons. En tant qu'Américains, nous nous soucions peu d'autres cultures parce que c'est notre culture qui nous entoure et pas celle d'un autre pays. Bien sûr, nous aimons notre culture, c'est la nôtre. Donc, je comprends et je plains les gens qui sont coincés dans leur propre pays avec une culture qu'ils n'aiment pas, surtout que nous, Américains, nous n'éprouvons jamais ce sentiment, et nous n'aurons jamais à nous adapter à une culture autre que la nôtre.

### La Guerre en Irak

Mais la mondialisation n'était pas la chose qui m'a touchée le plus. Les dernières semaines avant le début de la

comme si les États-Unis avaient été envahis et ravagés par un autre pays et que la France avait refusé de les aider! Les hommes politiques et les médias américains ont insulté la France, les Français et leur gouvernement avec la maturité d'un enfant gâté qui n'a pas eu ce qu'il voulait. J'aurais pensé que mon pays aurait eu un comportement plus digne, mais j'ai été déçu. Ne pensez pas que je sois contre ma patrie, pas du tout. Cependant je crois qu'il y a bien un ennemi, mais ce n'est pas la France. À cause de l'animosité entre les États-Unis et la France, les Américains à l'étranger sont des cibles faciles. Tout le temps les Français me posaient la question: «Pourquoi les Américains détestent-ils les Français?»

Pour examiner cette tension, la chaîne de télévision locale TLT (Télé Toulouse), voulait faire un reportage sur les opinions des Américains de la ville à propos de la situation. Ils ont donc envoyé des fax à toutes les écoles et les universités pour trouver des Américains à qui poser des questions. J'ai reçu le fax en classe, et comme je pensais qu'il fallait quelqu'un de raisonnable, avec un certain tact, et non pas quelqu'un de bruyant, offensif et trop... enfin,

américain, j'ai téléphoné pour essayer de défendre mon pauvre pays. Donc, devant le Lycée St. Sernin, j'ai été interviewé par un reporter de TLT qui voulait savoir ce que je pensais des relations entre les États-Unis et la France, de Bush et de ma situation personnelle en France. J'ai expliqué que les Américains ne détestent pas les Français, mais que ce sont les médias français qui montrent la réaction plutôt négative des médias américains, simplement parce que les médias ont généralement tendance à être négatifs. J'ai continué à expliquer que les Français et les Américains devaient bien faire la différence entre un peuple et un pays, les médias et les gouvernements, et que je trouvais absurde que les États-Unis attaquent la France pour ne pas soutenir une guerre qui n'avait même pas commencé. Le reporter m'a posé d'autres questions, et j'ai fait de mon mieux pour y répondre. J'ai trouvé très «cool» d'avoir eu l'occasion de passer à la télé française,

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guerre en Irak n'étaient pas faciles. On a beaucoup parlé de la possibilité d'une guerre, de Bush et de ses raisons ou ses «prétextes» pour faire cette guerre. Je ne suis pas expert en géopolitique et je n'ai pas de doctorat en affaires internationales, mais voici ce que je comprends: les États-Unis ont demandé à la France de soutenir la guerre en Irak et Chirac a dit qu'il voulait essayer tous les autres moyens pour résoudre le problème avant de faire la guerre. Il n'a pas dit que la guerre était complètement hors question, seulement que l'on devrait essayer toutes les autres possibilités avant de la faire. Et puis quelque chose de très bizarre est arrivé. Les États-Unis ont commencé à attaquer la France pour ne pas vouloir soutenir une guerre qui n'avait pas encore commencé. En fait, je trouve que ce sont plutôt les médias américains qui ont exagéré les différences d'opinion et qui les ont exacerbées en écrivant des choses comme, «Vous avez oublié que nous sommes morts pour vous». Ce n'était pas



mais c'était vraiment bizarre de me voir à la télé. Pourtant j'ai commencé à penser qu'à chaque fois que des reporters auraient besoin d'un étranger, ils allaient immédiatement venir à ma classe car nous étions la classe la plus avancée en français.

Une représentante de «Move», une station de radio qui passe dans le sud de la France, est venue en classe parce qu'elle cherchait quelqu'un qui voulait bien parler de la guerre en Irak. Quand personne n'a répondu, elle s'est mise devant la porte et a reposé la question. Le prof s'est rendu compte que la dame ne bougerait pas avant d'avoir interviewé quelqu'un, donc elle a dit: «Eh bien lui», en me montrant du doigt, «il est américain!» J'étais dans l'ombre et soudain les projecteurs se sont braqués sur moi. «Oh, parfait! Vous avez quelques minutes pour parler»? m'a-t-elle demandé. J'ai dit «oui» parce que personne d'autre ne semblait vouloir dire «oui». Ensuite elle a réussi à convaincre aussi une Mexicaine et un Anglais à participer. J'étais le dernier et j'ai parlé avec elle pendant presque vingt minutes! J'ai dit ce que je pensais de la guerre et que c'était difficile d'être Américain en France à ce moment-là. Plusieurs de mes élèves m'ont dit qu'ils m'avaient entendu à la radio ce matin-là. Encore une fois, j'ai trouvé très «cool» d'être passé à la radio française.

Plusieurs élèves m'ont demandé si j'étais pour ou contre la guerre en Irak et, bien sûr, la réponse était contre, mais ce n'est pas aussi simple que cela. Je pensais que le délogement de Saddam Hussein du pouvoir était nécessaire mais je n'étais pas sûr que la guerre soit le meilleur moyen de le faire. Peut-être que oui, peut-être que non. Le fait est que personne ne savait. Il y avait des millions de gens contre la guerre parce qu'ils croyaient que ce n'était pas la meilleure solution et qu'il y avait d'autres moyens préférables à la guerre. Peut-être qu'ils avaient raison, peut-être pas, on ne le saura jamais. Même si on est convaincu d'avoir raison il faut toujours garder en tête que c'est seulement une opinion personnelle. J'ai eu des élèves de seconde qui ont parlé de la guerre et de George Bush comme s'ils avaient fait leur thèse de doctorat sur l'Irak et la politique extérieure de George Bush. Ils étaient sûrs d'avoir raison et ne voulaient rien entendre d'autre. Ils ont dit: «Bush veut faire la guerre en Irak seulement pour le pétrole!» Moi, je n'oublie pas de discuter des idées d'autrui et de regarder la situation globalement. Je ne risque pas ainsi d'être «l'Américain typique» aux idées toutes faites. Je voudrais seulement que les gens réfléchissent avant de parler. Il y en avait toujours qui me posaient des ques-

tions du genre «Pourquoi est-ce que Bush veut tuer des bébés?» Je crois qu'il y avait des gens qui pensaient que Bush avait un plan de Bagdad sur son bureau avec toutes les écoles maternelles marquées d'un «X» rouge pour les bombarder! C'était difficile d'admettre que peut-être nous n'avions pas raison, car nous détestons avoir tort et tout le monde veut avoir toujours raison. Je ne sais pas pourquoi Bush a fait ce qu'il a fait. Personne ne connaît ses vraies intentions, pas les Américains, pas les Anglais, pas les Français, surtout pas mes élèves de seconde, et pas les Irakiens.

#### **Le Retour aux États-Unis: bilan du séjour**

Je suis rentré aux États-Unis et on pourrait penser que j'étais très content de retourner dans mon pays après neuf mois d'absence, mais je ne l'étais pas. J'avais une vie magnifique à Toulouse, et pourquoi aurais-je voulu quitter cette ville? J'avais de très bons amis, une copine super et un travail que j'adorais. Si je l'avais voulu, j'aurais pu continuer à être assistant pendant deux ans de plus! J'aurais pu vivre ce rêve et rester avec mes amis, ma copine et mon travail. Mais après, qu'est-ce que j'aurais fait? J'aurais quand même été obligé de retourner aux États-Unis pour finir mes études. Tôt ou tard le rêve devait prendre fin. En tout cas, j'avais déjà d'autres obligations. La marine m'attendait et je ne pouvais pas la quitter. Le problème n'était pas que j'avais déjà signé mon contrat de service; je peux toujours le résilier et repayer la marine pour ce qu'elle a dépensé pour mes études et mon entraînement. Le problème est que la marine et la vie militaire me manquaient beaucoup. L'ordre, les uniformes, les gens me manquaient énormément. Pour moi, ce n'est pas un travail, c'est une passion dont je ne peux pas me passer. Cependant, mes petites vacances de neuf mois m'ont donné l'expérience la plus importante de ma vie. J'ai beaucoup appris sur le déjeuner du dimanche, et mon premier était magnifique. Tout était succulent: le poulet fermier, les meilleures pommes de terre du monde, la crème brûlée, le café, le cognac et bien sûr le vin qui venait d'un vignoble juste en face du club où l'on mangeait. J'ai découvert la fascination pour le rugby et même comment y jouer quand j'ai assisté à mon premier match au Stade toulousain. Je comprends maintenant la mentalité des Français, ce que les Français pensent des Américains et pourquoi je suis devenu presque un expert du système éducatif en France et maintenant je comprends les subtilités de la culture française depuis Astérix jusqu'à Claude François. Je n'aurais jamais pu apprendre dans une salle de classe tout ce que j'ai appris sur la France, les Français, la langue française et moi-

même. Mes expériences pendant cette année resteront avec moi pour toujours. Je vais retourner en France, c'est sûr, et je vais continuer à retourner en France, ma deuxième patrie, pendant le reste de ma vie.

James C. Slaton  
Auburn University (AL)

Je voudrais remercier le Dr Samia I. Spencer d'Auburn University qui m'a encouragé à aller en France et à faire publier cet article. Puissent ces quelques mots lui exprimer ma très profonde gratitude.

#### **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.

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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].

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## 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;

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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 2006 is deductible on your 2006 income tax return.

**ACTFL Annual Meeting  
November 18-20, 2005  
Baltimore**

## 2005 AWARD WINNERS QUEBEC CONVENTION

### AATF Dorothy S. Ludwig Excellence in Teaching Award

Secondary Level:

**Claude Boutin (TX)**

Post-Secondary Level:

**Betsy Kerr (MN)**

### National French Contest Administrator of the Year

Small Chapter

**Kathleen Zipf (NM)**

Large Chapter

**Sue Slaughter (AR)**

### AATF Outstanding Chapter Awards

Large Chapters

1<sup>st</sup> place: **Colorado-Wyoming**

2<sup>nd</sup> place: **North Texas**

Small Chapters

1<sup>st</sup> place: **Utah**

2<sup>nd</sup> place: **Rhode Island**

Honorable mention:

**Arkansas &**

**Central Pennsylvania**

## ATTENTION AUTHORS

The *National Bulletin* will include, in all future issues, the e-mail address of the author of all articles after the author's name. If you do not wish to have your e-mail address included, please inform the Editor in writing at the time of submission of the article.

## ÊTES-VOUS UN PROF ACCOMPLI?

Prove it. Seek National Board Certification. Nationwide, the numbers of educators seeking certification is growing each year. Yet despite incentives in many states, the number of candidates interested in pursuing certification in French is disturbingly low. National Board Certification in Spanish and French has been available for four years, yet as a professional group, French Teachers are far behind in participation. The number of candidates directly impact whether or not NBPTS is able to offer registration to teachers for that certificate. So just do it! Don't put it off any longer. We have worked hard as a group to make French an academic and popular subject of study. Let's use National Board Certification to show ourselves to be a group interested in professional development as well. For information, visit the NBPTS Web site at [www.nbpts.org].

Deanna Scheffer

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

### NEW CD AVAILABLE

### TEACHING BUSINESS FRENCH: TEXTBOOKS, REFERENCE TOOLS, AND PEDAGOGICAL AIDS

The AATF now has available a CD developed by Will Thompson with input from the AATF Commission for Business and International Trade which provides information for those wishing to start a Business French course or improve an existing program.

\_\_\_\_\_ CDs x \$12.50 = Total enclosed \_\_\_\_\_

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## A SCHOOL-TO-SCHOOL EXCHANGE KENTUCKY AND BURGUNDY

When my friend, Jacque VanHouten, told me about a school in Burgundy seeking a partnership with a school in Kentucky some 10 years ago, I wondered if I were ready. As a teacher who wanted to further challenge my students, I had always wanted to involve them in an exchange with a homestay, but didn't know how to begin or if I could trust a student travel company to set one in motion. How did they select the other school and the families? Could I count on the other team to hold up their end of the program? But five exchanges later, I can say we have found a great match with the *Lycée Charles DeGaulle* in Dijon.

The high school in France is located on the north side of Dijon, a city considerably larger than our little town of Alexandria, Kentucky. Happily we are, however, situated in the Greater Cincinnati area and can benefit from the many professional sport venues and wonderful area museums. Of my school's 400 students, 84 study French. The *lycée* in France is a European high school of 800 which focuses on language learning and offers classes in the language of choice. For example, students in *première* attend *Science* and *Histoire/Géo* classes in English. Therefore, by then, in their sixth year of English, they are very capable in their second language and are becoming quite adept in their third language of Spanish, German, Russian, or Arabic as well. My students were only in their second or third year of French and had been unfamiliar with exchanges in the beginning. You can imagine the contrast between us. But still, we have made it work.

The teachers from Charles DeGaulle are always led by an energetic, technically savvy head teacher, Gérard Déclas. He has a group of 40 to 45 students accompanied by five teachers whose curriculum calls for such an exchange. The idea of hosting a group that size required my seeking other partners. We have twice shared the exchange with high schools in Louisville, Kentucky, a city which provides the richness of options that Cincinnati does for us in Northern Kentucky. This year, our partners in Louisville were Atherton High School and Dupont Manual High School. In Northern Kentucky, my school, Bishop Brossart High School, was joined by Villa Madonna Academy. It took a little bit of organizational effort, but partners were matched up by me and Cathy Green in Louisville. Everyone met during a videoconference arranged in January that connected Louisville, Dijon, and us together for the introductions and presentations that allowed all 80 partners



and their teachers to meet "face to face." They loved it and the tension and excitement were electric.

I spent every spare moment during the winter months and a few "snow days" scheduling the many visits the group would make when they would arrive to spend two weeks with us in April. Through e-mails, Cathy and I were able to coordinate the program and assure a good balance of activities between Louisville and Northern Kentucky. We even planned a joint visit of the Governor's Mansion, our state Capitol building in Frankfort, and the Woodford Reserve Kentucky Bourbon Distillery in Lexington to give all 80 students a chance to meet together at least once during their stay in Kentucky. All those bus trips were expensive, and we needed to ask for a few donations. So, the Brossart students bagged groceries for tips, and I contacted the Alexandria Business Community, the Northern Kentucky Rotary, and the French-American Chamber of Commerce in Cincinnati for donations. They all obliged. Finally, came the Kentucky AATF Chapter and the National AATF that matched the Kentucky gift with a Small Grant Award. Without all of these sources of funding, the bus trips, the exchange T-shirts and yes, even the Kentucky Fried Chicken we served at the farewell dinner would not have been possible.

The big day finally arrived. On April 2, half the group from Dijon with two teachers flew to Louisville and the other half with three teachers to Northern Kentucky. After a few flight delays, the groups each landed, and the students finally met in person. Students attended class in Northern Kentucky the following day, while the Louisville group was still enjoying its spring break. This allowed the Louisville group to come north to visit the Newport Aquarium, the World Peace Bell, and the National Underground Museum and Freedom Center that week in a program that closely resembled that of the Northern Kentucky schools. Other activi-

ties in Northern Kentucky included attending a performance of *Much Ado About Nothing* at the Shakespeare Festival in Cincinnati, a visit to the Contemporary Arts Center, the Taft Museum, the Cincinnati Museum Center and Omnimax theater, a Cincinnati Reds baseball game, and an evening of cosmic bowling! On one of the weekends, Brossart's senior class play, *The Pajama Game*, was an option as was the opening weekend of Paramount King's Island amusement park north of Cincinnati. The weather cooperated by giving us daytime temperatures in the 80's.

By April 16 and, after sandwiching in a great many shopping trips along the way in order to take advantage of the favorable exchange rate of the euro to the dollar, our partners headed to the airport with their host families with much more packed in those suitcases than before. Tears were shed and reminders made that in six weeks we would be repeating the experience in France. That morning an article and a photo of a young French girl from Dijon swinging a baseball bat for the first time in her life in a Physical Education class appeared in the *Kentucky Enquirer*. Yes, we made an impression. Thanks to the AATF for helping to make dreams like this a reality for all of us.

Marian (Mimi) Hagedorn  
Kentucky Chapter

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### AATF PLACEMENT BUREAU

The AATF offers its members a Placement Bureau service. We publish a monthly job list of positions in French at the university level. Although the labor involved in coordinating a job list for K-12 positions is prohibitive, we do occasionally get calls from schools looking for K-12 teachers. These announcements are directed to the *Babillard* on the AATF Web site [www.frenchteachers.org]. We also offer a dossier service which is available to teachers at all levels who want a secure place to maintain their complete placement file.

The job list subscription is \$20 per year. Dossier service is an additional \$15 for 12 mailings (additional mailings are \$2.50 each). There is a \$5 charge for members living outside the U.S. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (618) 453-5732; Fax: (618) 453-5733; E-mail: [staff@frenchteachers.org].



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  
ISBN 2-7637-8032-6. Pp. xi + 309. Can \$30.  
May be ordered from [www.ulaval.ca/pul](http://www.ulaval.ca/pul)

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Avant-propos & Introduction - Marie-Christine Weidmann Koop

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- Modernité et histoire des idées au Québec. Une perspective historiographique - Éric Bédard
- La politique d'une société distincte et plurielle - Louis Balthazar
- Le Québec au sein de la fédération canadienne: entretien avec Stéphane Dion - Dominick De Filippis

#### II. INSTITUTIONS ET QUESTIONS SOCIALES

- La politique au Québec: état des lieux - S. Pascale Dewey
- Le système éducatif québécois: histoire, organisation et enjeux - Marie-Christine Weidmann Koop
- Le mouvement des femmes au Québec: histoire, défis et contributions à la société québécoise - Chantal Maillé
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#### III. ASPECTS CULTURELS

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- Défis et dilemmes de la modernité artistique au Québec: le cas de Jean Paul Lemieux - Louise Vigneault
- Arts et traditions populaires du Québec: la protection de la culture « vivante » - Lise Fournier

#### IV. LITTÉRATURE ET CINÉMA AU QUÉBEC

- Lieux de mémoire: l'imaginaire québécois à travers le roman, 1900-1970 - Renée Norrell et Warren Johnson
- *Up Against the Jowl*: dépaysements linguistiques et le théâtre québécois - Ritt Deitz
- Les origines de l'écriture migrante. L'immigration littéraire au Québec au cours des deux derniers siècles - Daniel Chartier
- Le roman à l'écran: trois modèles d'adaptation dans le cinéma québécois - Colette G. Levin

#### V. RESSOURCES SUR LE QUÉBEC

- L'identité québécoise en ligne - Thomas M. Carr, Jr.
- L'organisation des études québécoises aux États-Unis: le rôle de l'American Council for Québec Studies - Émile J. Talbot
- L'Association internationale des études québécoises (AIÉQ) et le Québec comme objet d'étude - Robert Laliberté

Appendice - Brève chronologie du Québec - Marie-Christine Weidmann Koop

## AATF PUBLICATIONS AVAILABLE

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

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

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

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

### AATF COMMISSION ON CULTURAL COMPETENCE

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

Prices are subject to change without notice.

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

### QUEBEC MUSIC LINKS

AATF members who attended the convention in Quebec City will remember those who presented the Song Writers Workshop. Links to more information about them are listed below.

#### Danny Boudreau

[www.tntproductions.ca/danny](http://www.tntproductions.ca/danny)  
[www.rideau-inc.qc.ca/SiteWebDynamique/artiste2.asp?CodeArtiste=DANNY](http://www.rideau-inc.qc.ca/SiteWebDynamique/artiste2.asp?CodeArtiste=DANNY)

**Roger Tabra** (currently writing for the play *Dracula* starring Bruno Pelletier)  
[club-culture.com/poprock/ccdo12.htm](http://club-culture.com/poprock/ccdo12.htm)  
[cd.canoe.com/cd/fiche\\_complete/entrevue/131.html](http://cd.canoe.com/cd/fiche_complete/entrevue/131.html)

#### Dominica Merola

[www.rideau-inc.qc.ca/SiteWebDynamique/artiste2.asp?CodeArtiste=MERODOMI](http://www.rideau-inc.qc.ca/SiteWebDynamique/artiste2.asp?CodeArtiste=MERODOMI)

David Graham  
Region III Representative

### NEW! ARMES DE PARIS MEDAL

We have finally been able to replace the bronze *Armes de Paris* medal which many AATF members liked to award to outstanding students. After a long saga of an order lost in U.S. customs because of a garbled address and now *introuvable*, we decided to have the medal recreated by a company in the U.S. The back side of the medal can be engraved. Price includes shipping and handling. \$18 each; 3 for \$45.



\_\_\_\_\_ medals x \$18 (3 for \$45) = Total enclosed \_\_\_\_\_

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## 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 \$53, 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 \$63, 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 2006 dues renewal invoice which was mailed to all AATF members in early October. Those who subscribed for 2005 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.

Consult the Web site at [www.fdlm.org] for more information. 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@fdlm.org],

### REMINDER TO FDLM SUBSCRIBERS

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

## IN MEMORIAM



La disparition d'Helen Lorenz, le 24 juin dernier, laisse un vide immense parmi ses proches, ses collègues et ses élèves, ainsi que parmi tous les membres de l'AATF qui ont eu la chance de la connaître. Helen, dont la carrière a été presque entièrement dédiée à l'enseignement de la langue et de la littérature françaises, vouait un amour profond à tout ce qui touchait à la France. Celle-ci lui a d'ailleurs été reconnaissante puisque, peu de temps avant de nous quitter, Helen a été nommée chevalier dans l'Ordre des Palmes académiques.

Sa longue carrière a commencé dans l'état de New York où elle est née, et où, munie d'une maîtrise de Columbia University, elle a enseigné pendant quelques années avant de s'installer à Dallas, au Texas, après quelques années dans l'Ohio et dans l'Illinois. À l'école Hockaday où pendant 35 ans elle a été professeur de français et, plus tard, chef du département des langues étrangères, elle laisse une empreinte durable. L'admiration, le respect et l'amour que lui vouaient ses élèves et ses collègues perdureront. Une de ses collègues, Mme Drawz, a bien résumé ce que tous ceux qui la connaissaient pensaient d'elle: "She was one of the most kind, caring and thoughtful people, she always reached out for persons in need.... she was able to coach people in situations where they were unsure what to do."

J'aimerais ajouter, en tant qu'amie et collègue d'Helen, que cet admirable dévouement ne s'appliquait pas uniquement à l'enseignement de la langue et de la littérature françaises: elle donnait des séminaires pour professeurs de AP car elle voulait partager des techniques d'enseignement, aider des collègues, et ainsi contribuer au succès d'un plus grand nombre d'élèves. Je voudrais aussi inclure ici ce que Richard, le mari d'Helen, a simplement dit de celle qui avait partagé sa vie pendant 52 ans: "She was a scholar". Helen a semé la joie autour d'elle. Son courage face à la terrible maladie qui l'a

emportée est un exemple pour nous tous. Son souvenir ne s'estompera pas.

Renée White

### Note de la Secrétaire générale

J'ai rencontré Helen il y a plus de 15 ans lorsqu'on était toutes les deux lectrices AP. Je l'ai croisée de temps à autres dans des congrès, et j'ai reçu avec plaisir la nouvelle que Gladys Lipton, Présidente de l'AATF à l'époque, l'avait nommée Représentante régionale de l'AATF pour finir le mandat de son prédécesseur. Par la suite, elle a été réélue à ce poste, et nous avons eu le plaisir de travailler étroitement avec Helen pendant plusieurs années au Conseil exécutif de l'AATF.

En tant que collègue, Helen accomplissait avec professionnalisme et avec enthousiasme toutes les tâches qu'on lui a confiées. Elle était prête à tout faire. Elle a coordonné pendant plusieurs années le concours d'affiches pour la Semaine du Français. Tout en étant malade, elle a aidé à l'organisation de la tombola des exposants au congrès d'Atlanta. Plus récemment, elle a présidé le comité qui a choisi la nouvelle directrice du Grand Concours.

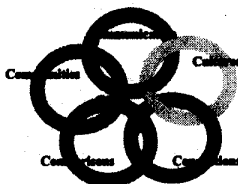
Pourtant, mon souvenir le plus frappant d'Helen date du congrès de Martinique en 2003. Tout au début du congrès, Helen s'est glissée sur une marche humide et s'est disloquée l'épaule. Après avoir passé une journée à l'hôpital où l'on a remis l'épaule en place, Helen est revenue dans sa chambre d'hôtel. Je n'oublierai jamais sa bonne humeur et ses efforts pour nous rassurer alors qu'elle devait souffrir de cette blessure. Elle inspirait l'affection. Je pense au couple qui l'avait aidée lors de sa chute et qui ne la connaissait pas. Avec son bras bandé, elle ne pouvait pas porter ses vêtements, mais la chemise du monsieur lui allait bien. Le couple est allé faire des courses pour lui trouver des chemises qu'elle a portées pendant le reste du congrès. Elle nous manquera.

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# CALENDAR OF EVENTS

**SECOND LANGUAGE RESEARCH FORUM**, October 7-9, 2005, Teachers College, Columbia University, New York, NY. Information: E-mail: [slrf2005@tc.columbia.edu].

**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: Telephone: (800) 6-FRANCE; E-mail: [federation@afusa.org]; Web: [www.afusa.org].

**JOINT PSMLA LANGUAGE CONFERENCE/MILLERSVILLE UNIVERSITY IN-SERVICE**, October 28-29, 2005, Lancaster, PA. Information: The Lancaster Host, 2300 Lincoln Highway East, Lancaster, PA 17602; Telephone: (717) 299-5500; E-mail: [susanne.nimmrichter@millersville.edu]; Web: [www.psmla.org].

**NATIONAL FRENCH WEEK/LA SEMAINE DU FRANÇAIS**, November 2-8, 2005. Information: Web: [www.frenchteachers.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].

**MODERN LANGUAGE ASSOCIATION**, December 27-30, 2005, Washington, D.C. Information: MLA, 10 Astor Place, New York, NY 10003-6981; Fax: (212) 477-9863; E-mail: [convention@mla.org]; Web: [www.mla.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING**, February 16-18, 2006, Orlando, FL. Information: Lynne McClendon, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. Telephone: (707) 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 9-11, 2006, Chicago, IL. Information: Patrick T. Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-0251. Telephone: (414) 405-4645; Fax: (414) 276-4650. E-mail: [csctfl@aol.com]; Web: [www.centralstates.cc].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES**, March 15-19, 2006, Tampa, FL. 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].

**OHIO FOREIGN LANGUAGE ASSOCIATION ANNUAL CONFERENCE**, March 30-April 1, 2006, Toledo, OH. Information: [www.ofla-online.org].

**20<sup>TH</sup>-21<sup>ST</sup> CENTURY INTERNATIONAL COLLOQUIUM ON FRENCH AND FRANCOPHONE STUDIES**, March 30-April 1, 2006, Miami, FL. Information: David Ellison, Department of Foreign Languages and Literatures, University of Miami, Coral Gables, FL 33124; E-mail: [dre@miami.edu]; Web: [www.fll.miami.edu/fll/20thconf/].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 30-April 2, 2006, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896. Telephone: (717) 245-1977; Fax: (717) 245-1976; E-mail: [nectfl@dickinson.edu]; Web: [www.dickinson.edu/nectfl].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION**, April 8-12, 2006, San Francisco, CA. Information: AERA, 1230 17<sup>th</sup> Street NW, Washington, D.C. 20036-3078. Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [www.aera.net].

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING**, April 27-29, 2005, Phoenix, AZ. Information: Audrey Cournia, Executive Director, SWCOLT, 1348 Coachman Drive, Sparks, NV 89434; Telephone: (775) 358-6934; Fax: (775) 358-1605; E-mail: [courniaaudrey@cs.com]; Web: [www.swcolt.org].

**INTERNATIONAL READING ASSOCIATION**, April 30-May 4, 2006, Chicago, IL. Information: International Reading Association Headquarters, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; Telephone: (302) 731-1600; Fax: (302) 731-1057; Web: [www.reading.org].

**COMPUTER-ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO)**, May 16-20, 2006, Honolulu, HI. 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].

**AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS**, June 17-20, 2006, Montreal, CA. Information: AAAL, 3416 Primm Lane, Birmingham, AL 35216; Telephone: (205) 824-7700; Fax: (205) 823-2760. E-mail: [aaaloffice@aaal.org]; Web: [www.aaal.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 5-8, 2006, Milwaukee, WI. Information: Jayne Abrate, Executive Director, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; Telephone: (613) 453-5731; Fax: (618) 453-5733; E-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

**AMERICAN TRANSLATORS ASSOCIATION**, November 2-5, 2006, New Orleans, LA. Information: ATA, 225 Reinekers Lane, Suite 590, Alexandria, VA 22314; 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 17-19, 2006, Nashville, TN. 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**, November 17-19, 2006, Nashville, TN. Information: Mary Lynn Redmond, NNELL, P.O. Box 7266, AWA Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; E-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

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## REMINDER: IMPORTANT DEADLINES AND DATES

October 15	Deadline for submissions for AATF National French Week Poster and Essay Contests (see page 24)
November 1	Postmark deadline for returning ballots for this year's elections Deadline for chapters to submit names of Advocacy and Mentoring representatives (see page 13)
November 2-8	National French Week (see page 21)
November 17	Advocacy Workshop preceding the 2005 ACTFL Convention in Baltimore (see page 28)
December 1	Deadline for nominations for the AATF/Concordia Language Villages/French Cultural Service Administrator of the Year Award (see page 29) Deadline for applications for ASFAP Scholarships (see page 36)
December 15	Deadline for submitting proposals for the 2006 Convention in Milwaukee (see page 28)
December 31	Deadline for chapters to submit constitutions to AATF National Headquarters (see page 13)
February 1	Deadline for nominations for the AATF Excellence in Teaching Awards (see November 2005 issue)
February 15	Deadline for receipt of applications for 2006 AATF Summer Scholarships (see page 27)
February 28	Deadline for receipt of nominations for editor of the <i>Modern Language Journal</i> (see page 27)
March 1	Deadline for receipt of applications for 2006 AATF Small Grants (see page 33) Deadline for receipt of applications for the Walter Jensen Scholarship (see page 27)
August 1	Deadline for receipt of submission for special issue of the <i>French Review</i> : "Les États-Unis et la Francophonie" (see page 33)

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