



AATF MEMBER NAMED ONE OF AMERICA'S BEST TEACHERS

On October 10, AATF member Samantha Godden-Chmielowicz was honored with one of 80 Milken Foundation National Educator Awards.



In Samantha's case, only her principal Mary Ann Folino knew of the award. During a school-wide assembly, speakers included former NFL star Rosey Grier, Arne Duncan, CEO of Chicago Schools, and Jesse Ruiz, Chair of the Illinois State Board of Education.

The next speaker was Lowell Milken, cofounder of the Milken Family Foundation. He really got the crowd excited when he said he was there to present one of the teachers with an award. Samantha describes the moment:

After a description of the qualities they seek, Mr. Milken stated that the recipient would also receive a cash prize. Five students in choir robes came on stage, each carrying a posterboard to read \$2500. The oohs and aahs from the audience changed to cheers when Mr. Milken's sister, Joni Milken-Noah, came on stage with an additional 0. I remember thinking: 'How fabulous to be that teacher!'

Then it was me..... Wow! My first thought was, 'I have to get up and walk to the front of the auditorium...can I make it?' My heart was pounding, and I started to shake. After a round of handshakes, hugs, and congratulations, Mr. Milken directed me to sit down while previous award recipients were introduced. I needed those moments as I was then asked to address the audience. I could see some of my students waving and cheering. I usually have a lot to say, but for once, I was close to speechless.

The Award provides public recognition and an unrestricted financial award of \$25,000 to teachers, principals, and specialists who are furthering excellence in educa-

tion. The Milken Educator Awards, now in their 21st year, have no formal nomination or application process. Educators are recommended without their knowledge by a blue-ribbon panel appointed by each state's Department of Education. Candidates are selected on the basis of exceptional educational talent as evidenced by effective instructional practices and student learning results; exemplary educational accomplishments beyond the classroom that provide models of excellence

for the profession; strong long-range potential for professional and policy leadership; and an engaging and inspiring presence that motivates and impacts students, colleagues, and the community. To learn more, visit [www.mff.org].

Samantha is French teacher and department chair at Schurz High School in Chicago. She has expanded the global language skills of her students. Her innovative, hands-on strategies have included collaborating with colleagues to create an annual International Day during which students perform and share food and customs from other countries with schoolmates, parents, and the community. She was also instrumental in creating the school's Global Studies Academic Program, earning the school Academy status, which allows students from throughout Chicago to study French, Italian, and Spanish at Schurz High School. Her contributions to the world language program have improved reading, language, and vocabulary school-wide, not only in foreign languages, but in other subjects as well. A National Board Certified teacher, Samantha has mentored several National Board Certification candidates as well as new teachers. She has served on the executive council of the Chicago/Northern Illinois AATF Chapter.

Samantha offers her reaction to the experience:

What touches me the most is finding out that others think so highly of

my work and of what I do. I always think that what I do is nothing out of the ordinary, and in fact, could likely be done better. But I guess I have done some things right and am just overwhelmed by this recognition.

I am grateful to my principal, Mary Ann Folino, for all of the support she gives me and our whole World Language Department. Although she does not speak French, Mrs. Folino does whatever she can to allow us to do what we feel is best for the students. She herself is learning some French after being inspired while visiting France last fall as a recipient of an AATF/French Embassy/Washington Post Fellowship. I also appreciate the members of my department and all their hard work. Thanks as well to the Chicago/Northern Illinois AATF Chapter and the Illinois Council on the Teaching of Foreign Languages for all of the experiences that I have gained.

But now the important question, Where shall I travel and shop?

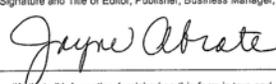
You can see the video of Samantha receiving the award at [www.youtube.com/watch?v=zCvV0C5HmwM].

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

# MESSAGE DE LA PRÉSIDENTE



Chères et chers Collègues,

Notre campagne promotionnelle en faveur du français avance à grands pas. Un site réservé à cet effet est en ligne depuis le mois de juillet [www.TheWorldSpeaksFrench.org]; il contient des arguments pour vous permettre de sensibiliser le personnel administratif de vos établissements scolaires ou universités de l'importance du français en tant que langue internationale. Dans le cadre de cette campagne, des posters et des cartes peuvent également être commandés auprès du siège de l'AATF (voir la colonne de Jayne Abrate à la page 5). Je voudrais attirer votre attention sur un rapport qui a été publié en mai dernier par la Modern Language Association et intitulé "Foreign Languages and Higher Education: New Structures for a Changed World" [www.mla.org/flreport]. Fruit du travail de deux années, ce document examine la situation de l'enseignement des langues dans les universités américaines suite aux événements du 11 septembre 2001 qui ont mis au jour le manque de compétences en langues étrangères aux États-Unis. Ce rapport montre la séparation qui existe généralement entre l'enseignement de la langue et celui de la littérature et insiste sur le besoin d'offrir des programmes comprenant une composante culturelle et interdisciplinaire afin d'intéresser davantage d'étudiants à poursuivre leurs études en la matière car il s'avère que seuls 6,1% de ceux qui entament l'étude d'une langue étrangère obtiennent un doctorat dans cette langue (page 5 du rapport). Plusieurs programmes de français offrent déjà, en plus de la littérature, des options telles que la culture et la civilisation, le français des affaires et des professions, la traduction, avec d'excellents résultats. Je vous invite donc à lire le rapport de la MLA et à diversifier les cours que vous enseignez pour augmenter vos effectifs en français.

## Congrès de Liège, 16-19 juillet 2008

Monsieur Bauduin Blairon, directeur des Relations internationales de la SPI+ de Liège et président du comité local qui nous assiste depuis plus d'un an dans la préparation du congrès, avait présenté à Baton Rouge un aperçu de la ville et de ses richesses; le cédérom de sa présentation a été envoyé aux présidents de nos chapitres pour que vous puissiez le visionner. Je vous rappelle que l'appel à propositions se trouve en ligne sur notre site Internet [www.frenchteachers.org] et que **la date limite est le 1<sup>er</sup> décembre**. Je vous encourage vivement à proposer une session ou un atelier. Le bulletin d'inscription au congrès sera affiché sur notre site Internet en janvier et vous devrez réserver vos chambres d'hôtel dès que possible afin de bénéficier du tarif préférentiel qui vous sera offert. L'accès à Liège est très facile. Depuis les États-Unis, il existe des vols directs vers Bruxelles à partir de New York et Chicago. Sinon, le trajet Paris-Liège direct, au départ de la gare du Nord, s'effectue en deux heures trente minutes par le TGV Thalys. Songez dès à présent à faire de Liège la destination de vos vacances l'été prochain; nous y proposerons des activités pour les conjoints et enfants qui vous accompagneront.

## 15 bourses pour un séminaire à Genève et Liège, 28 juin-13 juillet 2008

Grâce à d'importantes subventions que j'ai reçues de la part de Présence Suisse (dans le cadre de leur programme Think Swiss) et de la Communauté française de Belgique/Wallonie-Bruxelles, j'organise un séminaire de recherche qui précédera immédiatement notre congrès. Il se déroulera à l'Université de Genève du 28 juin au 6 juillet puis à l'Université de Liège du 7 au 13 juillet. Ce séminaire se présentera sous forme de conférences, discussions et visites, et permettra à 15 membres de l'AATF de découvrir deux sociétés francophones d'Europe, la Suisse et la Belgique (histoire, langue et identité, institutions, éducation, aspects sociaux, culture, questions d'actualité). Les bourses couvriront tous les frais au sol (logement, repas, documents, conférences, visites et excursions) à l'exception du vol transatlantique et du trajet Paris-Liège en TGV. Les participants s'engageront à préparer un projet qui prendra la forme d'un module pédagogique à contenu culturel ou d'un article qui paraîtra dans un recueil sur la Suisse et la Belgique et qui sera publié ultérieurement en guise de suivi au séminaire. Ils sont invités à assister à notre congrès qui se tiendra à Liège du 16 au 19 juillet mais ils seront dispensés de l'inscription et pourront être

logés en résidence universitaire. Ce séminaire est ouvert aux 15 boursiers de l'AATF et à toute personne qui voudra y participer à ses frais. Il sera possible de recevoir six crédits au niveau de la maîtrise. Les renseignements se trouvent à la page 13 de ce *Bulletin* et la date limite de dépôt des candidatures (en ligne) est le 1<sup>er</sup> février 2008.

## Actualité de l'éducation en France

Le 4 septembre dernier, le président Sarkozy a adressé une «Lettre aux éducateurs» dans laquelle il expose sa conception du système éducatif et les priorités qu'il souhaite privilégier dans les mesures gouvernementales. Cette lettre vous donnera un aperçu des questions qui sont débattues en France [www.education.gouv.fr].

M. Xavier Darcos, ministre de l'Éducation nationale, a annoncé en septembre qu'il n'y aurait plus de cours le samedi matin dans les écoles primaires à partir de la rentrée 2008. De nombreuses écoles avaient déjà choisi cette option depuis plusieurs années et cette mesure va donc s'étendre à tous les établissements. Le nombre d'heures d'instruction va s'en trouver réduit mais un dispositif sera mis en place pour accueillir les élèves qui le désirent, sous le contrôle de personnes bénévoles et dans les écoles qui resteront ouvertes le samedi matin. Cet accueil pourra prendre des formes diverses allant de l'aide aux devoirs aux activités culturelles ou sportives. Les cours le samedi matin seront toutefois maintenus dans les collèges qui le désirent et dans les lycées.

Je vous souhaite, à toutes et à tous, de joyeuses fêtes de Thanksgiving et de fin d'année.

Bien cordialement,

Marie-Christine Koop  
Présidente  
[koop@unt.edu]

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# INTERNATIONAL TEACHING OPPORTUNITY: THE FRANCO-AMERICAN TEACHERS IN TRAINING INSTITUTE

In 2006-2007 the University of Akron (UA) received \$350,000 in funding to develop and implement an international exchange program: Franco-American Teachers in Training Institute (FATITI), an exchange of pre-service teachers between the U.S. and France. Situated in northeast Ohio, the University of Akron collaborated with urban, suburban, and rural school districts to provide 12 weeks of seminar and practicum training for 21 French history and geography teachers from January to March 2007. It was an excellent experience for both the French interns and the American mentor teachers in terms of sharing the "best of two cultures in pedagogical practices." In describing the benefits of the program, one intern was quoted as saying, "I really enjoyed teaching here. I realized I was able to teach in a foreign language. It made me more confident for my future teaching." Another perspective was offered, "I learned a lot about the American system; also my teaching here will make me think about doing more assessments in my classroom and try to use the PowerPoint as soon as possible. I will also try to do more work by groups, because the students are learning faster when they are working with some classmates." The American mentor teachers learned more about the inquiry-based approach that the French interns used to create critical thinkers in their classes and recognized it as an effective tool for preparing students for the Ohio Graduation Test (OGT).

As the second part of the exchange, twenty-two teachers-in-training (in social studies, math, science, language arts, and early childhood) prepared to leave Akron. They were immersed in French language and culture classes for four weeks this summer in preparation for their professional cultural immersion. American student teachers will be teaching in special "European section" classes in France where the content is delivered in English to help French students become more proficient speakers; however, they will need linguistic and cultural knowledge to be able to converse with individuals

outside the school community.

With the project funded for a second year (2007-2008), the University of Akron is seek-

ing collaborators both in area public schools and in state institutions that train teachers. UA is seeking mentor teachers in northeast Ohio who would like to work with a French intern from January to March 2008. It is also inviting institutions of higher learning that have French-speaking teacher candidates in social studies, science, math, Spanish at the middle and secondary level who would consider completing their student teaching experience in France.

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Susan Colville-Hall in Paris (December 2006) with French history and geography teachers-in-training who will teach in Akron-area schools and delegates from the Franco-American Commission, the U. S. Embassy, the CDIUFM, and the French Ministry of Education.

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The 2007-2008 U.S.-based program will consist of a two-week institute on the University of Akron's campus on U.S. history, culture, and educational practices, and a ten-week Teaching Practicum to work with mentor teachers in greater Akron's socioeconomically diverse middle and secondary schools. The Institute will plan and provide opportunities for the French teachers to learn about U.S. history, society, and culture in ways to ensure success in their teaching practicum in local area schools and to exchange pedagogical techniques and strategies from their educational training.

The Culture component includes a family stay, visits to local points of interests, various social events, guest speakers, a day visit to Niagara Falls, and a three-day program in Washington, D.C.

U.S. and French pre-service teachers benefit from this intensive approach to edu-

like more information about the program, contact Dr. Susan Colville-Hall at tel: (330) 972-6258 or e-mail [colvillhall@uakron.edu].

## 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.

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

La plus grande nouveauté à remarquer depuis la parution du *National Bulletin* du mois de septembre est le nouveau look du site Web [www.frenchteachers.org]. Grâce au travail de James Layman, un étudiant à Southern Illinois University, nous avons pu faire un lifting au site. Le seul inconvénient reste que les changements doivent se faire page par page. Nous avons terminé environ la moitié, et le travail de mise à jour continue. En même temps, nous pouvons vous offrir la possibilité de payer votre cotisation en ligne, d'acheter des documents de l'*AATF Materials Center* (voir page 38) en ligne et même de poser la candidature d'un élève ou d'un étudiant pour un *Outstanding Senior Award* en ligne. Lorsque nous accepterons les inscriptions pour le congrès de Liège, vous pourrez également le faire en ligne. Nous remercions les premiers utilisateurs de leur patience lorsque nous réglions les derniers pépins dans le processus. Bien qu'ils se soient servis de cobayes, nous avons vraiment besoin d'eux pour assurer que le site fonctionnait bien.

## Renouvellements et recrutement

Tous ceux qui reçoivent ce numéro du *National Bulletin* ont dû recevoir en septembre un rappel de cotisation. Nous vous encourageons à le renvoyer le plus rapidement possible. Avec 10.000 noms dans notre base de données, il faut des semaines pour tout y entrer à temps pour l'envoi du *National Bulletin* du mois de janvier. Si nous pouvons envoyer le *Bulletin* à tous les membres en même temps, cela coûte entre 25 et 30 cents par numéro. Si vous renouvelez tard, nous sommes obligés de vous envoyer les *Bulletins* individuellement du bureau national. Les frais de poste pour un seul numéro montent à plus d'un dollar, sans compter l'enveloppe et le temps nécessaire pour préparer chaque envoi. Bref, c'est 4 ou 5 fois plus cher d'envoyer un *Bulletin* après l'envoi initial. C'est plus cher pour la *French Review* également, mais le coût ne fait que doubler pour un journal.

Parlez à vos collègues des activités et des services offerts par l'AATF. S'ils ne sont pas encore membres, montrez-leur le site Web et encouragez-les à devenir membres. Si vous êtes formateur, n'oubliez pas vos étudiants ou stagiaires. Ils bénéficient d'une réduction de 50%. Si vous recrutez trois nouveaux membres, vous aurez votre cotisation gratuite pour un an (voir page 15).

## Campagne publicitaire

La campagne publicitaire, *The World Speaks French*, que nous entreprenons avec l'Ambassade de France, est bien lancée. L'AATF a déjà consacré plus de

30.000\$ à ce projet et en contribuera autant en 2008. L'Ambassade, avec le soutien du Ministère des Affaires étrangères, a contribué plus de 100.000\$. Et nous ne sommes qu'au début. Les dépliants sont déjà disponibles sur le site Web et à la page 43, et des affiches seront bientôt prêtes. Visitez le stand de l'AATF et de l'Ambassade au congrès d'ACTFL et aux congrès régionaux pour voir les nouveaux documents.

Dans un proche avenir, nous comptons améliorer le site [www.theworldspeaksfrench.org] et lancer une campagne de presse dans les revues spécialisées pour décideurs, directeurs d'école, commissions scolaires, conseillers.

## Grand Concours

Si vous enseignez au niveau primaire ou secondaire, je vous invite tous à inscrire vos élèves au Grand Concours 2008. Sous la direction de Lisa Narug, le concours a atteint déjà deux fois de niveaux records d'inscriptions, plus de 104.000 en 2007. Aidez-nous à dépasser ce total en 2008.

## Congrès de Liège

Comme vous avez pu lire dans le message de la Présidente, nous pourrions bientôt annoncer tous les dispositifs du congrès de Liège. Vous pouvez toujours soumettre des propositions pour des sessions ou des ateliers jusqu'au 1<sup>er</sup> décembre. Nous espérons tout afficher sur le site Web avant Noël, mais vous pouvez déjà consulter les points forts aux pages 24-25. Le formulaire d'inscription sera affiché sur le site, inclus dans le *Bulletin* du mois de janvier et vous pourrez aussi vous inscrire en ligne à partir du mois de janvier. En plus du séminaire en Suisse et en Belgique, il y aura des excursions pré- et post-congrès, des activités en parallèle du congrès ainsi qu'un programme de qualité qui met en évidence la culture belge. Liège est une ville merveilleuse avec plus de 15 siècles d'histoire. Située sur la Meuse, elle constitue un carrefour traversé par des voies routières, ferroviaires, fluviales et aériennes importantes.

Si vous n'avez jamais visité Liège, venez en 2008 pour le 81<sup>ème</sup> congrès de l'AATF, notre premier en Belgique. Profitez de l'occasion pour mieux connaître la Belgique et la Wallonie.

## Bourses

Pensez dès maintenant à poser votre candidature pour une des bourses d'été de l'AATF. Comme toujours, nous aurons des bourses pour la France et le Québec. Malheureusement, le nombre de bourses pour le Québec se trouve sévèrement réduit cette année à cause d'une décision prise

par le Ministère québécois de l'Éducation de doubler les frais de scolarité. Et il y a aussi la possibilité de participer au séminaire en Suisse et en Belgique. Les formulaires et davantage de renseignements se trouvent à la page 13 et sur le site de l'AATF à [www.frenchteachers.org].

## Small Grants

En 2008, l'AATF offrira plus de 12.500\$ en subventions aux membres et aux chapitres qui proposent des projets innovateurs pour la promotion et l'enseignement du français. La date limite pour les *Small Grants* (7500\$) sera le 1<sup>er</sup> mars (voir pages 12, 20). Les subventions pour la Semaine du Français 2008 seront annoncées dans le *Bulletin* du mois d'avril avec une date limite du 15 juin 2008.

Profitez de tout ce que l'AATF vous offre afin de vous aider à mieux enseigner le français, à promouvoir et à défendre l'enseignement du français et à améliorer vos connaissances de l'actualité culturelle et pédagogique.

Finalement, nous offrons toutes nos félicitations à Darla Macaluso, mon assistante au bureau national, qui s'est mariée le 20 octobre. Elle s'appelle maintenant Darla Phoenix.

Jayne Abrate  
Secrétaire générale  
[abrate@siu.edu]

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## 2008 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

The American Society of the French Academic Palms, composed of members who have been awarded the Academic Palms by the French Ministry of Education, will award three student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2008. 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 \$2500 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 8, 2007**. Applications and information about obtaining an endorsement by a member of ASFAP will be sent electronically upon request. Please contact Dr. Margot Steinhart at [m.steinhart@sbcglobal.net].

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# REGIONAL REPORTS

## REGION III: NEW YORK STATE

The *Grand Concours* and National French Week are by far the region's most successful activities. In 2006-2007 the Central New York Chapter increased membership, and the Hudson Valley Chapter led the region in *Grand Concours* enrollment. The Western and Central New York Chapters are our most active in sponsoring events. Central and Western New York identify and make use of local French historical and cultural resources.

Our greatest regional challenges come from the introduction of Chinese as a sequential curriculum, declining French enrollments, and the lack of certified and well-trained teachers. Membership must be improved, and new ways must be found to deliver sound professional development.

Our advocacy needs are also great. I regularly receive calls and e-mails from teachers who fear their French program will be eliminated or given over to other languages. We need to identify the decision-makers in a district and build a region-wide network of supportive administrators and parents who believe in the importance of teaching French.

Beyond advocacy, promotional activities and publicity are needed in all chapters. I have found welcome support in our local genealogy society. Not only in the *Pays du Nord* Chapter, but throughout New York, New England, and in the entire nation, we must not miss the opportunity to involve French teachers in the Quebec 2008 celebrations and in the historic Hudson-Fulton-Champlain Quadricentennial Commission events in 2009. Planning is taking place now.

David Graham  
Region III Representative  
[davidg8809@aol.com]

## REGION IV: MID-ATLANTIC

This has indeed been an interesting year with numerous triumphs and some tribulations. When all is said and done, Region IV is flourishing more than ever thanks to the dedication of the teachers in the field.

Region IV has lead the way in the number of participants in the *Grand Concours* for the third consecutive year. This year, it topped the 20,000 mark. This is no accident. The success is due to the extraordinary efforts of the Contest Administrators who take on numerous tasks. Their efforts and the support of participating teachers have contributed to the generation of enthusiasm among students and visibility for French vis à vis the parents and the public at large. The award ceremonies were a celebration of student and teacher success as well as a celebration of the French culture and language.

Several teachers have received AATF

and Embassy study grants to France, Quebec, and Belgium. Others applied for and were awarded AATF grants to conduct *la Semaine du Français* activities. Some were recognized for their dedication or exceptional talents. Barbara Barnett of the Philadelphia Chapter was named *Chevalier dans l'Ordre des Palmes académiques*, and Donna Coulet Du Gard of the Delaware Chapter received the Excellence in Teaching Award from the Delaware Council on the Teaching of Foreign Languages. The Senior Award also went to a student from Region IV as well as two STAR awards

There are several events that were firsts in the Region and others that were repeated with great success. They are important to mention, since they could inspire others to emulate them.

Using the model of the Francophone Day conducted at the University of Delaware for several years, the Philadelphia Chapter used the template provided by the Regional Representative, adapted it to fit the local constraints, and held a most successful event at Widener University. After a year's hiatus, the Francophone Day was once again reinstated at the University of Delaware. Over 400 participants from Delaware and neighboring states enjoyed various activities planned for High School students. Donna Coulet Du Gard and Stephanie Schechner will gladly assist others in planning such an event in their own chapters.

A memorable activity also took place in Delaware. Andea LaCombe, Delaware Chapter President, took her students to visit the home and black powder factory of the Dupont de Nemours family. The French-speaking guide brought the past to life and painted a picture of the first Dupont as the benevolent father of all who worked on his estate. This leisurely and seemingly routine visit reached its most exciting point, when

they were able to see original letters from Louis XVI, Marie Antoinette, and Napoléon I<sup>er</sup> addressed to various members of the Dupont family. These treasures are certainly worth the visit.

The Virginia Chapter has once again conducted a successful film festival. The original role of the festival has evolved to become a professional development opportunity for teachers and will soon provide materials to be used as instructional tools. Amy DeGraff and Françoise Watts, Chapter Copresidents, will be happy to provide information and add your name to the list of future participants.

Howard County, Maryland held an in-service day at the Swiss Embassy for its teachers of French, Spanish, German, Italian, and Latin. There were general sessions and language-specific activities that contributed to the success of the day. The opening remarks by the Swiss Ambassador and the presence of Catherine Pétilion, French Embassy, and Alice Cataldi, AATF Region IV Representative, provided support and encouragement to teachers of French anxious about the phasing out of French programs in elementary and middle schools in their area. Leslie Grahn, organizer of the event, would be happy to answer questions for those interested in conducting a similar activity.

If you are attempting to bring visibility and excitement to an otherwise long and tedious award ceremony, contact Laura Walker, Northern Virginia Chapter Contest Administrator. It is no surprise that Laura was named the 2006 Outstanding Contest Administrator of the Year. The award ceremony she organizes is a multimedia production that highlights each individual student. Bravo, Laura! Check with the Maryland Chapter to find out how to engage FLES students in the *Grand Concours* competition! They had the greatest number of FLES participants once again.

The smaller chapters of the Region are working hard to bring members together for various activities. This is a challenge



New Jersey FLES students of Martha Toma

since distances are appreciable in many rural areas. In most cases, one officer fulfills the responsibilities for the entire chapter. Each and every teacher of French is encouraged to join the AATF and support its activities in order to survive and thrive.

On the state scene, Delaware passed a two-credit graduation requirement for foreign languages. Additionally, the State School Board recommended that foreign language study begin in the elementary grades. This change in paradigm gives hope that French enrollments will increase and students of French will enjoy longer sequences of study. Another bright light for French is in fact that a *Protocole d'accord* is in the works between the state of Delaware and an *Académie* in France. The meeting between representatives of the French Embassy and the Delaware Secretary of Education took place in early May, and we are hoping for great things to come.

In addition to serving students, all chapters have conducted effective professional development activities. The Pittsburgh Chapter has been successful for several years in procuring funds to provide state-of-the-art immersion activities to teachers of French. Bonnie Adair-Hauck organizes the Immersion Days through the Center for Western European Studies at the University of Pittsburgh. These two Saturday morning events draw between 30 and 35 dedicated teachers. The days are generally organized around a theme.

Speaker Myriam Gau shared with participants the history, architecture, music, and cuisine of her native city, "Toulouse—la ville rose." Her speech was preceded by a brief introduction to provide participants with background on the topic and was followed by interactive activities allowing participants to practice the information. Examples of standards-based pedagogical activities were presented, and music is always integrated. The day concluded with a light lunch, affording participants the opportunity to establish professional relationships, share information, and most importantly, speak French with one another.

The second day, organized around France and its place in the European Union, featured Émilie Blais. Her presentation was entitled "L'Europe est-elle prête pour une constitution?" Her address was complemented by a PowerPoint presentation prepared by Jean-Louis Dassier in which he introduced the French presidential candidates. The same format as above was followed—introduction to the topic, presentation, discussion, *activité interpersonnelle*, *activité pédagogique*, *déjeuner*.

In New Jersey, *la Semaine du Français* was celebrated with concerts organized by Viviane Lévy and enjoyed by students,

teachers, and members of the community. Participation in the *Grand Concours* has increased, once again thanks to the efforts of Contest Administrator Tammy Wubbenhorst. What has touched me the most as I traveled throughout the Region is the enthusiasm of the FLES students for the French language and culture as evidenced by the long list of names on the *Grand Concours* roster and the parade of winners at the award ceremonies. My faith in the future of French was strengthened when I chatted with the young students of the Princeton Charter School at the New Jersey Award Ceremony. A group of boys were fidgeting in the front row just before the ceremony. I approached them both to calm them down and to find out if they had read the congratulatory letter I had sent them. They told me that their teacher, Martha Toma, had given them my letter and that it said "bravo" three times. I asked if they would like me to write the letter in French next year. They told me that it was best to continue writing it in English because, although they had no problem with French, their parents could not read it. My entire conversation with these FLES stars was conducted in French!

As in previous years, I was impressed with the enthusiasm and dedication of my colleagues in French. In spite of the anxiety they are experiencing because of the elimination of French programs in favor of "critical" languages, participation in the *Grand Concours* has been strengthened. They are reaching out to each other for support as well as to share strategies that work. The year 2007 has been most challenging and rewarding.

Alice K. Cataldi  
Region IV Representative  
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## YOUR FRENCH PROGRAM IS WORTH SAVING

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

What are some of the negative attitudes that might thwart language teaching? (1) language as enrichment rather than core subject; (2) language as part of a gifted/talented or special project; (3) language not part of a "school-to-work" curriculum; (4) languages and literatures as "high culture" subjects; (5) difficulty recruiting qualified teachers; (6) funding shortfalls; funding is pres-

ently based on literacy and numeracy; (7) relative difficulty of learning a language; (8) reduced contact hours; (9) global studies programs with no language requirement.

### What is advocacy and how does it differ from promotion?

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

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

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

The AATF Advocacy Depot provides many ideas for chapters on how to mobilize their troops at the grassroots level. AATF Vice-President "Tennessee" Bob Peckham has developed templates for "New York Needs French/Tennessee Needs French" and encourages local advocates to begin to gather information on the status of French in their state for their own "state Web page." He also needs stories of advocacy projects—those which have worked as well as those which have not—to document and pass on to others. For assistance or to share your story, contact "Tennessee Bob" Peckham at [bobp@utm.edu]. Check out the AATF Web site [www.frenchteachers.org] for updates.

# CHAPTER NEWS

## Central New York Chapter

- 204 students and parents attended 2007 *Grand Concours* awards ceremony; in 2008 the Chapter plans to hold an early evening awards ceremony.
- Contest Administrator Donyce McCluskey increased enrollment 12% over 2006; 76 students received national medals.
- 2006-2007 goal for Chapter was to highlight the French influence in the area: in December 2006 the Chapter celebrated la *Fête du Saint Nicolas* at Sainte Marie among the Iroquois on Onondaga Lake at which Maryse Whorral presented her *santon* collection and discussed Christmas in Provence.
- February 2007 *La Chandeleur* was celebrated by a three-course dinner featuring a crêpes demonstration by a French chef.

## Connecticut Chapter

- Concerts for two high schools by Dominic Kanza's African Rhythm Machine were organized by Elizabeth Neger and supported financially by Region II Representative Jean-Pierre Berwald.
- Wine and cheese event for members to meet Sharon Straka, Director of the French Resource Center at Yale University, and her assistant, Anne-Céline Cardot.
- Workshop presented by Jean-Pierre Berwald, "Teaching French Language and Culture by means of Wines," focusing on the wine-producing regions of France at 2007 April meeting.
- Member Mary Galiette's student from Memorial Middle School, Annie Paige, was one of the winners in the National French Week Impressionism Contest sponsored by the French Culture Service in New York and the AATF.
- Chapter sponsors two prize competitions for students during National French Week.
- Essay contest for superior high school seniors: students apply with a graded essay from their class and then are asked to write another essay especially for the competition. The students whose essays are ranked among the five best are then interviewed in French by members of the Prize Committee. Nicandra Perusi of Trumbull High School and Honore Radshaw of Norwalk High School each had a student winner this year.
- Chapter sponsors *Francofête* immersion experience for 200 students. This year the event was organized by Elizabeth Neger.
- Chapter hosts a gala awards night to honor state and national winners of the *Grand Concours*. The Contest Administrator is Thomas Betts of Amity Regional High School.

Submitted by Alison Schleifer  
President

## Eastern Massachusetts Chapter

- Offers many professional development opportunities for members in conjunction with the Massachusetts Foreign Language Association (MaFLA), the French Library and Cultural Center (FLCC) and the French Cultural Service (FCS):
  - French Immersion Weekend, Aug. 2006;
  - Executive Director Jayne Abrate was keynote speaker at MaFLA (2006) as well as presenter of an AATF session; French Strand sessions included immersion sessions on "Destination Provence" and "Mont Saint Michel: Miracles and Mysteries" presented by Amale Bourhim.
  - Full-day workshop by Janel Lafond-Paquin and Regina Doyle-Sternlicht on "Children's Literature."
  - *La Semaine de la Francophonie* was celebrated with cultural activities and events including a film festival.
  - Full-day workshop hosted by Brian Thompson on TV5.
  - Special workshop offered by the FCS and the FLCC on the American Revolution.
  - Cosponsored with MaFLA the French Strand of "Diversity Day." Johann Sadock, MIT, presented his film *Black, blanc, beur*; Haitian artist Carey Dardomprie and Elizabeth Karnoub spoke on "Les Écrivains francophones libanais."
  - French immersion day (August 2007) in conjunction with MaFLA directed by Joyce Beckwith.

Submitted by  
Joyce Beckwith  
Treasurer

## Hudson Valley Chapter

- Increased membership in the Chapter is the result of contacting individuals directly.
- Awards Ceremony for the *Grand Concours* revealed 38 national winners; Chapter awarded books to ranks 1-8 at each level within the Chapter and certificates to honorable mention 9<sup>th</sup> and 10<sup>th</sup> places, for a total of more than 100 awards.
- Remarks from Chapter President Robert J. Ludwig:

"It seems to me that the Chinese issue will not be the demise of French. I feel that where the program for our French teachers and their involvement in the total school is a strong influence for curriculum, and the performance of their students is notable, French will remain strong

Where the methodology has not changed and the French teacher is not up with the times and how to make French a very happy and rewarding experience, it is in jeopardy. If French is not taught in

a way which attracts the students, we have trouble.

This chapter has existed because of the *Grand Concours* over these many years. We will try to devote more time to enticing the younger members of the profession as well!"

## Maine Chapter

- New officers are: Katharine Harrington, President; Raymond Pelletier, Vice-President; Priscille Michaud, Secretary; Sylvie Charron, Treasurer.
- Fall 2006 meeting was held in the context of the biennial conference of the American Council for Quebec Studies (ACQS) with participation by two teachers who had attended the University of Maine's Quebec Institute for Teachers of French. Denis Chouinard, filmmaker, Dany Laferrière, author, and Robert Bisaillon, songwriter, presented sessions.
- Spring 2007 meeting was held in conjunction with the Foreign Language Association of Maine (FLAME). The educational *attachée* from the French Consulate in Boston made a presentation and distributed information and teaching materials.

Submitted by  
Raymond Pelletier  
Vice-President

## New Hampshire Chapter

- Met in conjunction with the New Hampshire Foreign Language Association.
- Celebrated National French Week with a three-day program on Francophone Africa, consisting of lectures by Samba Gadjigo, Odile Cazenave, and Laura Carpenter and the showing of Ousmane Sembène's film *Faat Kiné*.

Submitted by  
Céleste Feren  
President

## Pays du Nord Chapter

- Chapter holds a bi-weekly conversation group, the *Table française*, which includes community members as well as Chapter members. Vice-President Jean Ouedraogo keeps this activity going. The age range is 25-70.
- April 2007, filmmaker Ben Levine presented and led a discussion on his film *Réveil, Waking up French* which explores the struggle for cultural and linguistic survival among Franco-American communities of New England. The event was co-sponsored by Clinton Community College, SUNY Plattsburgh, the local genealogical society, and Saint Peter's Church. Nearly 100 people attended, including members of the community.
- Member Patricia Moosbrugger obtained a National French Week Grant to hold an immersion activity and concert by singer

Michael Rivard in Saint-Jean-sur-Richelieu, Quebec. Other Chapter members and community members will attend this concert as well as one by Gilles Vigneault.

- President David Graham has attended local border security, history, and genealogy meetings. In addition, he has received a grant to introduce Quebec Studies materials at his community college.
- Chapters will be involved in developing activities for the historic Hudson-Fulton-Champlain Quadricentennial Commission and Quebec 2008 celebrations.

#### Rhode Island Chapter

- Met in conjunction with the Rhode Island Foreign Language Association (RIFLA) and featured Cynthia Teixeira's "Dances from many Lands" which uses body movements and music to teach French in a nontraditional way. "Le Stagiaire: Interactive Language Learning" presented by Lars Erickson, was a demonstration version of a DVD-ROM language-learning game.
- March 2007, Contest Administrator Joseph Theroux organized the administration of the *Grand Concours*.
- April 2007, presented a musical performance by Jacques Yvart, organized by Paula Frank.
- Spring 2007 meeting held in conjunction with RIFLA and included a *potpourri d'idées*—a swap session.
- New officers were elected: Michael Hebert, President; Carole Figuet, Vice-President; Georgette Jackson continues as Secretary; Paula Frank was reelected as Treasurer but will take a one-year leave of absence during which Joseph Theroux will fill in for her.
- *Grand Concours Awards Ceremony* was attended by 120 students and their parents and teachers.

Submitted by  
Lars Erickson  
Immediate Past-President

#### Rochester Chapter

- Participation centered on the *Grand Concours* with 350 students participating.
- The Chapter hopes to add two new schools to participation for 2008.
- Chapter awards for the *Grand Concours* consisted of:

A small art book for level 2 and a larger one for level 3; in level 4 some sort of Baudelaire book is awarded; level 5 is awarded a Camus book. In addition, when time and funds permit, there is a Langenscheidt dictionary to any student in level 5 who has consistently placed nationally in the contest.

#### Vermont Chapter

- Day-long workshop (Sept. 2006) "Cézanne et son époque" was led by Isabelle Kaplan.

- Fall meeting theme was "Food for Thought," held in conjunction with the Culinary Institute of New England. The program featured presentations and tastings of "slow food" as well as artisanal cheeses of Vermont and France. Isabelle Kaplan presented a program "Cooking across Cultures," demonstrating the use of simple recipes from different areas of the world to create a series of teaching activities for various levels of proficiency.
- The Chapter is currently planning activities related to the Quadricentennial of Champlain's visit.

Submitted by  
Hildgund Schaeffer  
President

#### Western Massachusetts Chapter

- Met with Eastern Massachusetts colleagues at MaFLA (Oct. 2006).
- Held annual meeting in March 2007. Isabel Roche presented "Les personnages de Victor Hugo: Jean Valjean."

Submitted by  
Nicole Desrosiers  
President

#### Western New York Chapter

- National French Week activities included a Kick-Off party for teachers and students; a "Beret Day" where all students wore berets; participation in the French Heritage Day at Old Fort Niagara; and *Cinéma québécois* at SUNY Buffalo with the showing of two films *C.R.A.Z.Y.* and *La Grande Séduction*, hosted by Linda and Bernard Kunz. Also there was the "Franco-Festival du Beau-Fleuve" (Beau-Fleuve being Buffalo's original name according to local myth), featuring music, arts, crafts, video clips, food of Francophone countries, an African drum and dance workshop, story telling, poetry readings, folk dancing, exhibits, and shopping. This event was chaired by Bernard Kunz.

- A poetry contest was held to honor the 100<sup>th</sup> anniversary of the birth of Léopold Sédar Senghor. Students wrote essays giving a personal response to specific poems by Senghor. Upper-level students wrote short poems in free verse that communicated Senghor's notion of the power of the spoken word. Co-chairs for the event were Dr. Christian Flaugh of SUNY Buffalo and Dr. Henrik Bergstrom.

- The Chapter had a booth publicizing French and the AATF at the Regional Meeting of the New York State Association of Foreign Language Teachers (NYSFLT) in March. The Chapter also cosponsored an award with the Buffalo-Lille Association and the Buffalo *Alliance française* honoring Veronica Hogle, a lay person who has worked to benefit all three organizations.

## AATF Tête-à-Tête



- **Feeling alone?**  
(*Je me sens seul(e)...*)
- **Running out of ideas?**  
(*à court d'idées...*)
- **Program in danger?**  
(*programme en danger...*)
- **What can I do?**  
(*Contactez-nous!*)



**Suzanne Hendrickson**  
[hendricksonr@umsl.edu](mailto:hendricksonr@umsl.edu)

**JoEllen Sandburg**  
[j\\_sandburg@msn.com](mailto:j_sandburg@msn.com)



**Teacher-to-  
teacher  
Mentoring  
Program**

## 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 nonnative 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 and appears on page 40. Outstanding Senior Awards can now be submitted on-line on the AATF Web site: [www.frenchteachers.org].

## AATF NATIONAL COMMISSIONS

### Commission on Advocacy

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### Commission on Cultural Competence

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### FLES\* Commission

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### Commission on French for Business and Economic Purposes

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### NEW! LA VIE DES MOTS COLLECTION

We have collected five years worth of original *La Vie des Mots* texts, the accompanying *Mots chassés* from the *National Bulletin* as well as the *Corrigés* in one volume. \$15 each (\$18 nonmember) or \$12 each for orders of more than 5 copies. Now available in the AATF On-line store: [www.frenchteachers.org].

\_\_\_\_\_ "La Vie des Mots" x \$15 = Total enclosed \_\_\_\_\_

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

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

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

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

## 2008 ISE "LANGUAGE MATTERS" AWARD ANNOUNCED

The AATF is pleased to announce that Inter-cultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Baton Rouge in July.

Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel (OH) in 2006, and Donna Czarnecki (IL) in 2007.

Dennis Meredith, Director of Education, says: "Our goal is simply to recognize those who do an outstanding job getting their students to speak French. The name of the award is based on our logo, which proclaims 'Where Language Matters.' The award reflects the mission of ISE as 'a nonprofit educational organization founded more than 30 years ago by foreign language teachers for the purpose of creating authentic beyond-the-classroom experiences for American foreign language students and teachers.'"

**AWARD:** The ISE Language Matters Award will consist of a framed award certificate accompanied by a \$500 cash award funded by ISE.

**ELIGIBILITY CRITERIA:** The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting his / her students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for



students to apply their speaking skills. Participation in an ISE program is not among the criteria.

**DOSSIER:** The following items, which should not be bound or stapled, constitute the nominee's dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee's CV, (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to promote and improve students' speaking abilities in French, students' achievements, and student exchange/travel experiences, as well as other immersion experiences outside of the classroom.

**DEADLINES:** The nominee's dossier must be postmarked by **February 1, 2008**, and arrive by February 8, 2007. It should be sent to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

The recipient of the award will be notified by April 1, 2008. The award will be presented during the AATF Convention in Liege, Belgium, July 16-19, 2008. Questions about this award should be directed to [abrake@siu.edu]. For more information in ISE visit [www.isemn.net].

## AATF PUBLICATIONS AVAILABLE

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

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

*Vol. 2: Making Business French Work: Modes, Materials, Methodologies*, ed. Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25+ \$3 postage and handling, ISBN 1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7732.

*Frost in France: An American Recycling Company Negotiates a Joint Venture in France*, Maureen Maguire Lewis, 2001, 80 pp., \$30 Instructor's Book, \$42.50 Student Packet. Includes postage and handling. Contact SDSU CIBER Press [www-rohan.sdsu.edu/dept/ciber/frost.html].

### AATF COMMISSION ON CULTURAL COMPETENCE

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

*Le Québec aujourd'hui: Identité, société et culture*, ed. by Marie-Christine Koop, 2003, 309 pp., \$30 Can. ISBN 2-7637-8032-6. May be ordered from [www.ulaval.ca/pul].

Prices are subject to change without notice.



## PARLEZ-VOUS... POSTER SERIES

Series of six full-color 11x17" promotional posters designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. Includes a 123-page guide for using the posters to promote French. Now available in the AATF on-line store: [www.frenchteachers.org]. Return form and payment of \$15 (members)/\$25 (nonmembers) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733.

Prices valid through 12/31/2007.

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

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

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

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

## NEW LEADERSHIP PROGRAM TO AID CHAPTERS

The AATF Executive Council is pleased to announce a new Leadership Initiative. This program is intended to address the needs of chapters through a leadership training opportunity for chapter officers. Interested individuals are responsible for creating a project proposal that will meet the most pertinent needs of their chapter. If a proposal is selected, the AATF will find a mentor who will assist the state leader in implementing the project. Mentors will be selected by the Leadership Committee based on their experience in the area of each project.

Creating a proposal begins with identifying the hot issues of the chapter. The submitted project could be the development of special programs for new teachers, the implementation of strategies to increase attendance at chapter events, enrollment in the national exam or to shore up membership losses, the development of programs to increase enrollment in classes or encourage future teachers of French, or enhancement of National French Week programs. The possibilities are endless and are not confined to the suggestions mentioned here.

Funds for specific projects may be available through the AATF Small Grants Program. The local chapter should be able to support the effort as well. In order to facilitate the project, the applicant is required to attend the next two AATF Conferences in 2008 and 2009, where both mentor and mentee will meet together in special sessions. These sessions will be designed to meet the needs of the Leadership participants and will include the following: (1) discussions on how to be a leader, (2) instruction on how to write and implement action plans, and (3) time to work with the mentor on implementation of the plan. At the AATF Conference in 2009, Leaders will report on their completed projects and receive recognition for their work. A short written summary is also required. A \$100 stipend per Leader will be provided to help defray the costs of conference attendance, and both leaders and mentors will receive a reduced convention registration rate.

The criteria for selection is based on need, quality of the project description, value of the proposed project to the chapter, and previous AATF involvement and experience. The deadline for application submission is **January 8, 2008**. The Leadership Committee will make their selections and notify participants before February 28, 2008. For further information contact Barbara Ransford at [bransford@hotmail.com] or Ann Sunderland at [mmsunderland@sbcglobal.net].



## APPEL À CANDIDATURES SÉMINAIRE SUR LA SUISSE ET LA BELGIQUE FRANCOPHONES

28 JUIN-13 JUILLET 2008

Grâce à d'importantes subventions de Présence Suisse [www.ThinkSwiss.org] et de la Communauté française de Belgique/Wallonie-Bruxelles, un stage sur la Suisse et la Belgique sera organisé pour 15 membres de l'AATF par Marie-Christine Koop, présidente: une semaine à l'École de Langue et de Civilisation Françaises de l'Université de Genève (28 juin-6 juillet) et une semaine à l'Institut Supérieur des Langues Vivantes de l'Université de Liège (7-13 juillet).

Ce séminaire a pour objectif de présenter un portrait de la Suisse et de la Belgique sous leurs principaux aspects—histoire, diversité linguistique et culturelle, rayonnement international, politique, économie, éducation, aspects sociaux, gastronomie, tourisme—sous forme de visites et conférences par des spécialistes. Deux excursions d'une journée chacune viendront compléter le programme: en Suisse, le groupe visitera la campagne genevoise et le pittoresque village médiéval de Gruyères (qui a donné son nom au fromage *Swiss cheese*) avec son château, alors qu'en Belgique, il y aura une journée à Bruxelles avec une visite guidée au siège de l'Union européenne, sans oublier une dégustation de la gastronomie locale.

La bourse couvrira tous les frais au sol pendant la durée du stage: logement en résidence universitaire (chambre particulière), repas, conférences, visites, excursions, documents. Le transport (vol transatlantique et trajet Paris-Liège en TGV), l'assurance et les dépenses personnelles seront à la charge des stagiaires. Ces derniers pourront prolonger leur séjour à Liège (en résidence universitaire jusqu'au 19 juillet, s'ils le souhaitent) et participer au congrès dont l'inscription leur sera offerte par l'AATF.

Les stagiaires devront arriver à Genève, par leurs propres moyens, le samedi 28 juin; s'ils n'assistent pas au congrès de l'AATF, ils pourront quitter Liège le dimanche 13 juillet. Les personnes qui le désirent auront la possibilité de recevoir des crédits de l'Université de North Texas (niveau maîtrise) moyennant des frais d'inscription à leur charge; elles devront le préciser dans le formulaire de candidature.

### Conditions à remplir/critères de sélection

Seules les candidatures émanant de membres de l'AATF et de personnes enseignant le français en 2007-2008 seront

prises en considération.

Ces bourses ne concernent pas les francophones de naissance, les membres du Conseil d'administration de l'AATF, et les officiers des chapitres.

Les 15 stagiaires qui seront sélectionnés s'engageront, à l'issue du séminaire: (1) à enseigner un module ou un cours sur la Belgique et/ou la Suisse, ou même à intégrer un aspect de ces pays dans leurs cours; (2) à présenter au moins une communication ou un atelier sur un aspect de la Suisse ou de la Belgique lors d'une réunion professionnelle ou d'un colloque; (3) à préparer soit un module pédagogique à contenu culturel, soit un article qui fera partie d'un ouvrage collectif de recherche et qui sera publié ultérieurement en guise de suivi au séminaire.

Des références bibliographiques et des pistes de recherche seront fournies aux stagiaires pour les aider dans la préparation des modules pédagogiques ou de l'ouvrage sur la Suisse et la Belgique.

La préférence sera accordée aux candidats qui sont susceptibles de tirer le plus grand profit de ce séminaire en fonction des critères suivants:

- clarté des essais;
- niveau de compétence en français;
- nature de leur enseignement;
- engagement dans la profession;
- projet professionnel;
- besoin d'immersion en milieu francophone;
- lettres de recommandation: celles-ci devront contenir une appréciation sérieuse et détaillée sur les compétences professionnelles et les qualités personnelles des candidats;
- probabilité de mener à bien le suivi du séminaire (communication ou atelier, projet culturel ou article).

### Procédure à suivre

Les personnes intéressées par ce séminaire doivent imprimer le formulaire de candidature qui se trouve en ligne [www.frenchteachers.org] et le renvoyer, accompagné des documents demandés (essai, CV) et de deux lettres de recommandation à Marie-Christine Koop d'ici le **1<sup>er</sup> février 2008**, le cachet de la poste faisant foi. Tout dossier incomplet sera éliminé. Les candidats seront informés de l'issue de leur demande dans un délai de quatre semaines.



UNIVERSITÉ  
DE GENÈVE



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

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and higher education (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

Each award winner will receive a framed certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2009, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Liege, Belgium in July 2008.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2008**.

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

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

## **TIME LINE**

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents to the awards chairman will be **February 1, 2008**. Decisions will be made by March 1, 2008. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

## **REQUIRED QUALIFICATIONS**

1. Nominees must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching currently at that level.
2. Nominees must have been members of the AATF for the past five consecutive years.
3. Current AATF officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level.
5. Nominees must be active participants in AATF activities locally, regionally, or nationally.

## **EVALUATION CRITERIA**

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development may include

but is not limited to

- a. participation in AATF chapter and national activities,
- b. participation in foreign language conferences, workshops, and seminars,
- c. pursuit of advanced degrees and education, or
- d. grant-supported research, projects, workshops, or travel.

Evidence of contributions to the profession may include but is not limited to

- a. leadership and service in professional organizations, including the AATF,
- b. research or presentations at conferences or publications in professional media, or
- c. sponsorship of extracurricular activities or student exchange programs or other innovative programs.

## **NOMINATION PACKET**

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3)
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the nomination packet to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. The nomination must be postmarked no later than **February 1, 2008**.

## **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)

## PHILADELPHIA CHAPTER JOURNÉE FRANCOPHONE 2006

After a year of planning, the Philadelphia AATF Chapter held its first *Journée francophone* for high school students in November 2006. An AATF National French Week Grant helped fund this event. Other sponsors were the French Embassy in Washington, Widener University, the *Alliance française* of Philadelphia, La Crêperie Café, Travel for Teens, Prométour Educational Tours, AMSCO Publishing, Beach Lloyd Publishers, the International Club of Widener University, and the Widener chapter of Phi Beta Delta Honor Society for International Scholars. 230 students from nine different area high schools participated in the day-long event.

The day began with opening ceremonies as well as performances by the high school students. Victoria Doyle, a student at the Agnes Irwin School, performed the French and American national anthems, as well as a song by Édith Piaf. Students from William Penn Charter School enacted a condensed version of *Le Petit Prince*. Marple Newtown students contributed a skit based on a *Petit Nicholas* story. Students from Villa Maria Academy performed a song. The performances were rounded out by a choral reading of "L'homme qui te ressemble," a moving poem by René Philombe, by the students of Strathaven High School.

Following the performances, the students split into groups and rotated among three different sessions. The first was a panel discussion about study abroad followed by a study abroad fair. Students had time to speak to representatives of institutions that run programs for both high school and university students. In addition, students entered drawings for study abroad scholarships awarded at the end of the day.

The second session was lunch in the cafeteria. The food service provider worked with us to assemble a completely French menu for the day, including a spectacular dessert bar. Over lunch, students had the opportunity to converse with native speakers from our community who joined us for lunch. The organization *Philadelphie Accueil* mobilized the Francophone community to help with this portion of the day. The tables in the cafeteria were decorated with flags from Francophone countries.

Our third session included two very different activities. First, students completed an interactive activity to learn more about Francophone countries. Students from St. Joseph's Prep School prepared posters in advance to facilitate this event. Following this, students were treated to a dance lesson and performance by the African dance

troupe, Kulu Mele. This group brought high energy and amazing talent to share with the students.

At the end of the day, students gathered once more for prize drawings and to receive goodie bags and certificates to take home. Prizes included study abroad scholarships, flags, posters, mugs, books, restaurant gift certificates, and more. The goodie bags included tee-shirts, pencils, bookmarks, stickers, information about study abroad and language camps, as well as other fun stuff!

For anyone wanting to organize a similar event, here is a checklist to get you started:

1. Begin planning early! A year goes by very quickly as you prepare for an event as large as this one.

2. Establish a team and delegate various responsibilities. You will need the support of your local *Conseil exécutif*.

3. Secure a variety of sponsors (host, financial contributors, grants, prize contributors, goodie bag contributors, etc.).

4. Plan your budget carefully. Get estimates early and negotiate for group discounts if possible (e.g. tee-shirts and food).

5. Choose a location that is user-friendly. Try to minimize distance between sessions in case the weather does not cooperate.

6. Establish communication with participating schools early. Our initial r.s.v.p. date was in May.

7. Make sure students are adequately chaperoned. We asked for one adult for every ten students.

8. Practice in advance with any audio-visual equipment that will be used.

9. Enlist extra help for the day of the event.

10. Have fun! Remember to relax and enjoy the day.

Stephanie Schechner  
Widener University  
Past Vice-President  
Philadelphia Chapter  
[saschechner@mail.widener.edu]

## AATF MEMBERSHIP DRIVE

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, 2008 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 2008, 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!

## CALENDRIER PERPÉTUEL

On what day... • did LaSalle take possession of Louisiana for France?  
• was Napoleon crowned emperor? • did Blériot fly across the English Channel?  
• did Joan of Arc liberate Orleans? • was Louis Braille born?

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: 9 avril 1682; 2 décembre 1804; 25 juillet 1909; 8 mai 1429; 4 janvier 1809.

# PROMOTIONAL MATERIALS FOR THE CLASSROOM



**Promotional Video: *Open Your World with French/Le français m'ouvre le monde* (now available on DVD)**

10-min. video to encourage American students to study French. It is fast-paced and entertaining and can be used to recruit students of all ages as well as to show parents, administrators, counselors. \$15 DVD/\$10 VHS (members)/\$18 DVD/\$12 VHS (nonmembers)

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## AATF BOOK CLUB 2008: NOUS SOMMES TOUS DES PLAYMOBILES

«Nicolas Ancion le jeune auteur belge que la France devrait s'arracher», a écrit Didier Van Cauwelaert. Né à Liège en 1971 de parents marionnettistes professionnels, de Liège à Carcassonne, en passant par Bruxelles ou Madrid, il fait étape là où poussent les mots. Depuis une dizaine d'années, il réinvente le monde à travers des histoires un peu loufoques, un peu absurdes: sept romans, des nouvelles, de la poésie, des feuilletons pour le Web ou la radio et bien d'autres choses. Ses nouvelles ont été couronnées par une dizaine de prix littéraires. Romans et recueils de poésie lui vaudront de nombreux prix en Belgique et à l'étranger. Il a été admis au sein de l'Association des écrivains belges de langue française. Nicolas Ancion contribue aussi à des ouvrages collectifs tel «Étranger, j'écris ton nom» qui met en histoires la politique d'asile de la Belgique, les conditions d'accueil des réfugiés, la question de la régularisation des sans-papiers. Il y apporte sa propre vision pour comprendre et mieux vivre ensemble. Il est également critique de livres et de bandes dessinées pour des périodiques belges.

À consulter: [[http://fr.wikipedia.org/wiki/Nicolas\\_Ancion](http://fr.wikipedia.org/wiki/Nicolas_Ancion)].

[<http://ancion.hautefort.com>]

[[www.bon-a-tirer.com/auteurs/ancion.html](http://www.bon-a-tirer.com/auteurs/ancion.html)]

[<http://ancion.ibelgique.com/>]

Jeune, engagé, Nicolas Ancion écrit tour à tour avec tendresse, avec humour, parfois noir ou «décalé». Son style est dynamique, «upbeat». Il emploie un vocabulaire percutant et très imagé, où coulent des aphorismes, proverbes et jeux de mots amusants comme: «Cynthia...passait plus de temps sous les bancs solaires (tanning beds) que sur les bancs scolaires (schools desks)» (p.130). Nicolas Ancion veut promouvoir la lecture chez les jeunes; il leur propose des histoires courtes mais qui font réfléchir. Nicolas aime le contact avec le public et se prête volontiers à des discussions avec les professeurs et les jeunes dans les écoles.

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### **Nous sommes tous des playmobiles, nouvelles**

Résumé: Ce livre s'adresse à tout le monde et en particulier aux jeunes. De ces dix nouvelles ou tranches de vies tendres ou cyniques, on peut facilement

tirer des leçons de vocabulaire, de grammaire française, des idées sur la Belgique et ses monuments, ses traditions, ses villes et ses façons de vivre, mais surtout, on peut tirer des leçons de vie. La vie, le destin nous tient et nous balotte comme des marionnettes au bout d'un fil... Un banquier fait sa justice lui-même. Des mauvais garçons bruxellois, frustrés par la grammaire, se vengent sur un académicien français qu'ils ont kidnappé. Un fils d'émigré grec renoue avec ses racines grâce au paquet de cigarettes de son père. Il suffit de presque rien—une tache de sauce, un appareil photo, une agrafeuse, un paquet de cigarettes St. Michel, une enveloppe oubliée sur un siège de voiture ou de métro—pour qu'une vie banale bascule dans la grande aventure. Autant de «playmobiles» (petits bonhommes ou jouets en plastique) qui s'agitent, espèrent ou désespèrent. Comme nous? Nicolas Ancion aborde par ses nouvelles des genres variés (le polar, le fantastique, par exemple) sous des angles un peu décalés. Toutes ces histoires sont excellentes pour pratiquer, entre autres, les hypothèses (si...). Dans ce recueil, on parle beaucoup de Bruxelles, de la Belgique et de ses villes francophones comme Liège ou Mons. Voilà de quoi travailler sur la géographie du pays et aborder la question du bilinguisme.

**Quelques suggestions de lecture pour les cinq nouvelles de ce recueil dont le choix est subjectif:**

- «Moi je dis qu'il y a une justice»
- «Une tache de sauce»
- «Bruxelles insurrection»
- «Georges et les Dragons»
- «Haute pression»

Dans la première, «Moi je dis qu'il y a une justice», deux drames se superposent et s'intercalent: un banquier et sa femme divorcent et, en même temps, des gangsters apparaissent pour dévaliser la banque. Nicolas Ancion crée l'atmosphère rapidement



en quelques phrases et mène le suspense jusqu'à la fin, inexorablement. Quand on comprend ce qui se passe (le banquier sauve la banque et sacrifie sa femme, ce qui l'arrange bien puisqu'ils allaient divorcer), on est à la fois soulagé, surpris et horrifié. La «morale» de cette histoire pourrait se résumer par «le hasard fait parfois bien les choses oui mais pour qui»? À qui profite cette justice? Expliquez la phrase: «([a justice] elle a les yeux bandés, il faut en profiter)» (p.17).

Il y a de quoi faire discuter une classe! On peut commencer par faire décrire les personnages principaux: le banquier et sa femme, le/les gangster(s), physiquement et moralement, et ensuite analyser le texte. Qui est le narrateur? Relevez les mots et phrases qui révèlent l'état d'esprit du narrateur. Pourquoi son pantalon l'obsède-t-il? Où se passe cette histoire? Y a-t-il des allusions politiques dans cette histoire? Lesquelles? (e.g. «il travaillait pour la mafia estonienne avant de s'exiler en Belgique», p.12). Racontez la suite des événements en commençant par «Et si Yvonne n'était pas revenue rechercher ses affaires ce jour-là...» (si + plus-que-parfait → conditionnel passé). Quel était le plan du gangster? Et celui du banquier? Commentez sa remarque «Vous avez Yvonne, que voulez-vous de plus?» (pourquoi est-ce ironique?). Chez Nicolas Ancion la violence, quand elle est décrite, n'est pas gratuite. Il choisit ses mots et fait sourire... humour noir, décalé dans quel but, selon vous?

La seconde histoire, «Une tache de sauce», commence avec cette phrase: «Pour changer le monde, il suffit de changer de chemise» (p. 21). D'emblée on peut expliquer le sens des aphorismes cités—«retourner sa veste, plier bagages»—et enchaîner avec des hypothèses («si je n'avais pas eu cette réunion importante ce jeudi-là..., si je n'avais pas mis ma chemise bleue..., ma vie n'aurait pas basculé»). Cette nouvelle se passe dans le monde des affaires et raconte comment un directeur commercial chez Carrefour découvre par hasard des travailleurs roumains illégaux cachés et exploités dans un entrepôt du magasin. Il déclare cela au grand jour et perd «son travail en même temps qu'eux (...) la boîte est en liquidation, les locaux vendus. À cause d'une tache de sauce» (p. 28). Cette histoire donne l'occasion d'activer un vocabulaire de base du français des affaires (atelier, réunion, ouvriers, emploi, entrepôt, résultats annuels, syndicat, travailleurs, code barre, client, etc.). Il est intéressant de relever les mots et expressions qui indiquent l'avant et l'après de la découverte des travailleurs illégaux pour le narrateur. Sa vie «a basculé» c'est-à-dire? (elle a changé radicalement). Racontez avec vos mots le passage qui commence par «ça faisait quatorze ans que je travaillais...» jusqu'à «juste dans mon dos» (p. 27). Dans cette nouvelle, il est question également de la vie privée inséparable de la vie publique, professionnelle. Il est aussi question d'éthique, de l'humain et des choix à faire entre le fric (l'argent), la position sociale, le business. Voici des occasions de discuter de la responsabilité de ses actes, des valeurs et, en fin de compte, du bonheur. Faire relever les passages qui marquent l'évolution de la conscience du narrateur qui l'amène à changer de vie. Que pensez-vous de ce choix? Qu'auriez-vous fait à sa place? Pensez-vous que ce scénario soit réaliste? Que savez-vous du travail des enfants? Ce sujet peut s'élargir sur la question terriblement actuelle du trafic des illégaux, du commerce équitable, de la délocalisation des manufactures dans des pays du tiers monde et du problème du coton. À ce sujet, il existe un livre très bien fait par Erik Orsenna, *Voyage aux pays du coton: Petit précis de mondialisation* (Fayard, 2006).

L'histoire suivante, «Bruxelles insurrection», fonce dans l'absurde. Des mauvais garçons bruxellois, terroristes au nom d'une révolution de la francophonie belge, se vengent sur un académicien français qu'ils ont kidnappé dans le métro. D'aucuns diront que ce sujet est cruel en dépit des passages durs qui restent bien dans les limites de l'acceptable—la torture du vieux à coup de syntaxe incorrecte est comique: «si j'aurais su [...] si tu serais v'nu [...]. Les salauds, ils

voient que ça me fait mal, marmonne le vieux» (p.54). Le sujet et l'intention de l'auteur dans ce texte sensibilisent les jeunes aux questions d'identité liées à la langue de façon originale—l'opposition langue académique élitiste et langue de la rue, de surcroît Bruxelles; littérature franco-française franco-centrique et littérature francophone périphérique ou *mineure*... On peut faire remarquer les allusions à l'accent bruxellois qui déplaît tant à l'académicien (p.56) ou faire expliquer pourquoi les «mutins du Royaume de Belgique» déclarent: «si on avait été un peu plus organisés, on aurait recruté des collègues frondeurs de Lausanne, Lomé, de Moncton, ou de Guernsey»... (p.64). Leurs revendications sont aussi inattendues que le discours qu'ils débitent à l'académicien (qu'ils appellent Popaul) sur la validité de la langue du citoyen telle qu'elle est parlée à côté de la langue imposée par l'académie au citoyen... même belge. Ils veulent, par exemple, «annoncer publiquement à la radio, à la television et dans la presse que la langue française appartient en propre à chacun de ses usagers...» (p.56). Sur ce dernier point on peut se référer au livre de Jean-Marie Klinkenberg *La Langue et le Citoyen* (PUF, 2001) qui souligne la fonction sociale d'une langue: «la langue est faite pour le citoyen et non le citoyen pour la langue...». De nombreuses activités s'offrent ici à l'enseignant pour faire connaître la perception du français dans les banlieues et en particulier dans des pays francophones hors de France. Commentez le point de vue de ces «terroristes» et soulignez les passages où ils s'expliquent—«Tu DOIS leur dire Popaul que ça bouge dans les quartiers [...] tu peux leur dire que les barbares sont dans la place [...] sur les bancs du métro [...] dans les cours de récré, dans tous les endroits où ça tchatche et

où ça grouille de mots» (p. 61). Que pensez-vous de leur «cause»? Trouvez les passages loufoques/absurdes et dites pourquoi. Relevez des allusions à des spécificités culturelles belges—on parle de «royaume» (la Belgique est une monarchie, p. 57); de trappistes (bières dont la Belgique produit plus de 500 variétés, p. 58); de surréalisme et de lieux bruxellois tels la place Royale, le Palais de Justice, l'Atomium... de quoi faire une recherche sur les courants artistiques typiquement belges (Magritte) et découvrir la capitale et son histoire.

La nouvelle intitulée «Georges et les Dragons» relève d'un autre genre où se mêlent les souvenirs de Grèce d'un fils d'immigré avec des éléments de la vie belge. L'histoire se passe dans la province du Hainaut, à Mons où, après la guerre, de nombreux immigrés du sud (Italie etc.) sont venus travailler dans les mines de charbon. La nouvelle ne s'étend pas là-dessus mais bien sur le sentiment mi-grec, mi-belge des enfants de la deuxième génération, qui n'ont de connaissance du pays d'origine de leurs parents que par les contes et mythes transmis par les souvenirs. Dans ce cas-ci, Georges collectionne les images qui figurent sur les paquets de cigarettes St Michel que fume son père. Il découpe patiemment les



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personnages (Saint Michel qui terrasse un dragon) et en fait des collages... une gigantesque icône qui doit le protéger de tout... Le héros Saint Michel ressemblant dans l'imagination de son père au Saint George de la tradition grecque, ceux-ci se sont fondus pour l'enfant en un seul personnage. Ce syncrétisme culturel tient lieu de métaphore pour le sentiment bi-culturel, métisse des enfants d'immigrés. L'histoire est pleine d'émotions présentées simplement, en quelques évocations, par exemple: «Cinq minutes avant le repas, il (mon père) s'asseyait dans son fauteuil à côté de la fenêtre du salon, celle qui donnait sur la rue, allumait une cigarette et disait : «Je regarde la mer». Ça me fascinait. J'avais beau m'asseoir sur les genoux de mon père pour regarder la mer avec lui, je ne voyais rien... (...) Après le repas, mon père retournait à son fauteuil, s'allumait une Saint-Michel et annonçait : «le soleil va bientôt se coucher sur la mer» [...] «... depuis mon arrivée à l'école secondaire, on riait aussi bien de mes origines (Hé Georges, va te faire voir chez les Grecs !) que de mon prénom démodé. À cette époque la plupart des mystères de mon enfance avaient trouvé une explication. Mon père ne voyait pas vraiment la mer depuis son fauteuil [...] et s'il avait opté pour les Saint-Michel au lieu des Belga et des Boule d'Or que ses collègues de l'usine achetaient [...] c'est qu'il ne lisait pas le français en arrivant en Belgique et qu'il avait cru reconnaître saint Georges sur le paquet de cigarettes. Et saint-Georges, pour lui, c'était déjà un petit goût de Grèce». La Belgique est aussi une terre de traditions: elle regorge de manifestations folkloriques qui se perpétuent depuis le Moyen Âge, comme le Carnaval de Binche, les processions qui mélangent le religieux et les légendes... À Mons, il y a la Ducasse (*Fair*) et le combat de Saint Georges et du Dragon dont les poils de la queue portent bonheur (p. 98)! Habilement, l'auteur intègre les niveaux de signifiants et de signifiés pour faire ressentir la valeur pour l'enfant de ce saint patron, ce Saint-Georges. Il y a donc aussi matière à explorer traditions et folklore, la place des saints dans les religions catholique et orthodoxe, les superstitions populaires et leur force dans l'imagination, et l'importance des mythes par rapport à la réalité. Cette histoire conclut sur l'assimilation et l'intégration des enfants d'immigrés dans la société d'accueil. Qu'est-ce qui indique que le jeune Georges est, avant tout, belge?

«Haute Pression», la dernière nouvelle du recueil, est plus longue et plus complexe. Elle décrit la vie, bousculée un beau jour par les suites d'un accident, d'Yvon Kampeneers, un publiciste d'âge moyen, fatigué par son travail. L'histoire se prête très bien à la

découverte d'une carte des rues et lieux de Bruxelles (e.g. Bruxelles-les-Bains, l'avenue Louise—les Champs-Élysées de Bruxelles), le quartier du Jardin Botanique, le canal, le parc Royal, l'ULB— Université Libre de Bruxelles, la Bourse, l'Avenue des Arts et l'Ambassade des États-Unis, St-Gilles, etc.). Trois vies, trois destins sont impliqués dans cette histoire: ceux d'Yvon Kampeneers; de Fabian Peeters, la personne renversée par la voiture d'Yvon et indirectement d'Edmond Deltour, un vieil homme de 93 ans (en Belgique on dit *nonante-trois*), écrivain en mal d'éditeur. Pris de remords pour n'avoir pas amené Fabian à l'hôpital, Yvon finit par sombrer dans la dépression et la boisson. Fabian, le jeune fanatique de musculation, se remet très bien de son accident et le vieux est mort, son dernier manuscrit restant inédit.

De nouveau le hasard régit les choses: si seulement Yvon, en retard pour un rendez-vous, ne s'était pas énervé au volant de son Audi sur un Français perdu à Bruxelles dans sa Renault... si seulement Fabian, qui venait de se faire abandonner par sa copine Cynthia (pourquoi?) n'avait pas voulu descendre en ville se changer les idées ce soir-là avec ses amis Youssef et Luigi (ces noms vous donnent-ils une idée de leur origine arabe ou juive et italienne?)... s'il n'avait pas trouvé une enveloppe sur la banquette du métro et si cette enveloppe n'était pas restée dans la voiture d'Yvon après l'accident... si seulement Yvon avait soulevé la couverture pour voir le vrai Edmond..., Yvon n'aurait pas eu tous ces remords. Les hypothèses vont bon train et inventent tout ce que les événements n'ont pas révélé. Par exemple, Yvon s'imagine que Fabian est l'auteur du texte qu'il a trouvé dans l'enveloppe. Il essaie de le contacter en vain et échafaude alors des raisons loufoques comme «il est dans le château de ses parents dans les Ardennes, ou en mission à Bagdad pour un journal d'étudiants» (p. 153).

Quiproquos à la manière d'un polar, des circonstances qui ironisent le destin et lui donnent des raisons de jouer avec la vie des gens, Nicolas Ancion nous laisse y penser tout seuls («le vieil Edmond n'avait aucune trace de contusion [...] on n'allait pas l'autopsier pour vérifier les thèses affligeantes d'un rondouillard en costume trois pièces. Les flics lui conseillent le repos. Il explique que tout ça était impossible, qu'il avait passé une soirée avec Edmond Deltour, qu'il était jeune et musclé, qu'il avait écrit un chef-d'oeuvre, qu'il ne pouvait pas être mort ainsi», p.159). Cette nouvelle se termine sur une note pleine de si..., est-ce selon vous une réflexion sur la fatalité où des «near-successes/misses» côtoient une justice qui se fait un peu au hasard (Luigi lacère les pneus de l'Audi d'Yvon parce qu'il

veut venger son copain Fabian sans trop savoir pourquoi, p.157)? Mais rien ne change fondamentalement, si ce n'est dans la tête d'Yvon Kampeneers. Une activité à faire serait de décrire les personnages cités ci-dessus, replacer les événements selon leur chronologie et selon ces trois personnages, indiquer les points d'intersection de leurs destins et réécrire une histoire où tout finirait bien. Par exemple, le vieux Edmond serait couronné de gloire à 93 ans (juste avant de mourir) avec l'aide d'Yvon Kampeneers; à l'hôpital où Yvon l'a amené, Fabian se remet de son accident et s'en retourne au gymnase où il retrouve sa copine et ses copains. Yvon change de boulot et devient agent pour une maison d'édition? Pourquoi pas?

Bonne lecture!

*Nous sommes tous des playmobiles*, nouvelles, Le Grand Miroir, 2007. ISBN: 9782874157974. Prix TTC: 15,00 euros. Format: 14.8 X 20 cm peut être obtenu sur [amazon.fr] et aux Éditions Luc Pire. Collection Le Grand Miroir: [www.legrandmiroir.be/portail/ouvrages.php?edId=3&menu1=3&menu11=4&ouvRub=-1]

Vous pouvez également discuter de l'une ou l'autre histoire avec moi par e-mail, avant d'en discuter au congrès AATF 2008 de Liège avec Nicolas Ancion lui-même.

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## What's New in the French Review?

Vol. 81, No. 2 (December 2007)

Articles include the titles below and more:

- "Reassembling the 'Broken Mirror' of French National Identity: Unrealized Union in Rachid Bouchareb's *Indigènes*" (M. O'Riley)
- "Madame de Maintenon's Image in Patricia Mazuy's *Saint-cyr: Teaching History through Film*" (C. Duvergé)
- "France's Burgeoning Cyberculture: The New French Paradox" (H.. Moulaison)
- "Villon's Disgusting Recipe for Fried Tongue" (D. Fein)
- "Diderot's Dialogic Difference" (Susan Pinette)

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

## COMPTE-RENDU DE MON VOYAGE À CONCORDIA LANGUAGE VILLAGES



(L. to R.) Marie Lequenne, *Attachée culturelle adjointe*, Houston, Wendy Kirkle, President, Houston Chapter, Janet Smith, Past-President, Houston Chapter, Megan Esteb, and Claude Boutin, Past-President, Houston Chapter, Fort Bend Baptist Academy.

Je m'appelle Megan Esteb. Grâce à la nomination de Monsieur David Hook, Proviseur de mon école "Fort Bend Baptist Academy" à Sugar Land, TX comme *AATF Outstanding Administrator*, sponsorisé par l'AATF, *Concordia Language Villages*, et l'Ambassade de France aux États-Unis, j'ai pu participer à un séjour de deux semaines à "Concordia Language Village" à Bemidji, MN.

J'étais alors dans la classe de Monsieur Boutin en français 3. Je suis cette année en français 4, toujours avec Monsieur Boutin.

C'était la première fois que je quittais ma famille, qui était un peu inquiète, mais moi, je savais que j'allais avoir un séjour magnifique, tout en français, pendant ces deux semaines. Monsieur Boutin m'avait dit que tout se passerait très bien pour moi.

Je suis partie de Houston le 25 juin 2007, j'ai changé d'avion à Minneapolis/Saint Paul et je suis arrivée à Bemidji en début d'après-midi.

Lors de notre arrivée, on nous a donné un nom français, pour moi, c'était Aurore. On nous a guidé vers plusieurs bureaux de douane et vers l'agence de voyage. Nous étions logés en cabines ou en pavillons. Mon pavillon s'appelait Ajaccio, comme la ville Corse. Le "Pav" était formé d'environ dix filles et deux moniteurs ("monos") ou conseillers de cabine. Nous prenions le petit-déjeuner avec nos camarades de pavillon et aussi, nous allions au "Tour de France" avec nos camarades de pavillon.

Le "Tour de France" avait pour but de nous apprendre des choses sur certaines villes de France; par exemple, nous avons étudié Strasbourg, le festival de Cannes, Bordeaux et Carnac.

On a participé à de nombreuses activités:

on a joué au volley, on a fait du canoë, de l'escrime, et un jeu qui nous a appris ce que sont les Nations Unies.

Les Odyssées parlaient de voyages et de la découverte de différents pays et d'autres sujets comme l'Afrique, la mode, les beaux-arts, et la Suisse.

Nous vivions dans des "familles." Une famille était composé d'un "père," d'une "mère" et de beaucoup d'enfants. J'étais dans la famille Loïsele.

Tout était en français et nous parlions français tout le temps. Nous achetions des choses en payant avec des euros, comme on l'aurait fait en France.

Je suis rentrée le 7 juillet et après une correspondance à Minneapolis/Saint Paul, j'ai retrouvé ma famille à Houston vers 22h00. Tout le monde était content de me revoir, mais moi, j'étais surprise de parler à nouveau en anglais, après ces deux semaines d'immersion totale en français.

Maintenant que je suis à Houston, je regrette ces deux semaines fantastiques. Mon prochain désir est d'aller en France et passer plusieurs semaines dans une famille française.

Je tiens à remercier Monsieur David Hook, Monsieur Boutin, l'AATF, Concordia Language Village, et l'Ambassade de France aux États-Unis pour l'occasion qui m'a été donnée de participer à ce séjour inoubliable. Encore une fois, merci à tous.

Megan Esteb

Fort Bend Baptist Academy (TX)

## AATF SMALL GRANTS

At the Baton Rouge Convention, the Executive Council again renewed the AATF Small Grants program for 2008 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 \$7500, 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.

In 2008, preference will be given for up to \$2500 in Small Grants to projects related to the 400<sup>th</sup> anniversary of the arrival of Samuel de Champlain in the New World. An additional \$2500 is available for Small Grants to chapters and members in New York and New England Chapters for proposals related to the celebration of this anniversary. No matching funds are required for Champlain-related projects.

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 postmarked by **March 1, 2008**: (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, if applicable (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 2008 are encouraged.

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



## JOYEUX NOEL

**LINGUISTIC GOAL:** Repetition is the key to language acquisition, but it can be tedious for the students and often even more so for the teachers. Any song or game that incorporates repetition renders the task of reinforcement more palatable. The traditional carol of the Twelve Days of Christmas dates back to the 16<sup>th</sup> century, although the music is supposedly French. Most students know the tune, but the carol you will invent for them will have little to do with the original except for the melody. It does give a cultural contribution to your class, as there are many festive traditions remaining for the celebration of *Épiphanie* (the twelfth day after Christmas) in France and right here in New Orleans. However, the goal of creating and performing the song in my classes was to reinforce adjective form and placement in addition to any vocabulary list of nouns and, of course, numbers.

**CREATE LYRICS:** Take any group of nouns you are working on in class. It could be classroom objects, clothing, food, or, as here, animals. Choose the most difficult ones to be the first numbers as they will be repeated the most. As in the traditional carol, after each new number is added, you work your way back through to number one. Don't worry about rhyme or rhythm. It will be fun and funny any way you put it together!

**ADJECTIVES:** Colors are the traditional place to introduce children to the concept of adjectives. The grammatical concept of «modifying» does not need to be explained to the young children, but if they use them in context, this becomes a useful reference point for analysis later. It will give them an auditory guide, too, for placing adjectives after the noun as they accumulate more adjectives in their vocabulary. For older students (and I have used this successfully in middle and high school classes), be sure to choose carefully to include feminine forms for *blanc/blanche*, *violet/violette*, and the invariable form *orange* with a plural noun. Younger students don't need to learn to spell the adjectives, but the sound differences will stay with them. Colors also make the project an active one where each student can draw and color the twelve items in the song on their own sheet, or with younger ones, use craft paper the size of the blackboard and work on the illustrations on the floor to display later in the room.

**PERFORMANCE:** If you have twelve students, this is easy. Assign one for each verse. If there are more, choose a conductor (*le chef d'orchestre*) to lead the singing (or reciting) and create partners for overflow. If you have fewer than twelve, it is actually comical to have a student be two numbers, racing between the two as the song proceeds. Another group can point out the animals (or items chosen) on the poster colored in class. Have the students wear the color they represent to be more visual reinforcement. If there is no all-school event where you can perform, at least take your students to another classroom to entertain. This is great publicity for your classes in your school community! *Joyeux Noël!*

**ONE VERSION:** Here's our version with animals. Create your own for your students.

Le premier jour de Noël mon ami m'a offert: un éléphant rose et bleu clair.

Le deuxième jour de Noël mon ami m'a offert: deux gorilles noirs et un éléphant rose et bleu clair.

Le troisième jour de Noël mon ami m'a offert: trois poules vertes, deux gorilles noirs, et un éléphant rose et bleu clair.

Le quatrième jour de Noël mon ami m'a offert: quatre chiens bleus, trois ... (etc.)

Le cinquième jour de Noël mon ami m'a offert: cinq cochons rouges, quatre ... (etc.)

Le sixième jour de Noël mon ami m'a offert: six lapins jaunes, cinq ... (etc.)

Le septième jour de Noël mon ami m'a offert: sept souris grises, six... (etc.)

Le huitième jour de Noël mon ami m'a offert: huit moutons orange, sept... (etc.)

Le neuvième jour de Noël mon ami m'a offert: neuf chats violets, huit... (etc.)

Le dixième jour de Noël mon ami m'a offert: dix vaches violettes, neuf... (etc.)

Le onzième jour de Noël mon ami m'a offert: onze chevaux blancs, dix... (etc.)

Le douzième jour de Noël mon ami m'a offert: douze serpents verts, onze...(etc.)

Do a BIG flourish with everyone together on the final *et un éléphant rose et bleu clair!*

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

Elizabeth Miller  
Crystal Springs Uplands School (CA)

# AATF NATIONAL FLES\* COMMISSION 2008 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES\* Commission is delighted to announce the 2008 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

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

The theme for this year's contest is: **PARLER FRANCAIS, C'EST DECOUVRIR UN NOUVEAU MONDE/To speak French is to discover a new world.** This theme may be presented in a variety of techniques and artistic interpretations.

**REQUIREMENTS:**

1. Entries **MUST** be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in

French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Dee Dee Louman, West Stanly High School, 306 East Red Cross Road, Oakboro, NC 28129). All information must be completed for the poster to be submitted.
5. Entries will be limited to **THREE PER CHAPTER FOR EACH CATEGORY.** The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.
6. Each teacher should send the posters to their AATF Chapter President. Entries must be postmarked by **February 24, 2008.** See the AATF Web site [[www.frenchteachers.org](http://www.frenchteachers.org)] for

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

7. Each Chapter President should send the posters postmarked by March 9, 2008 to Dee Dee Louman, West Stanly High School, 306 East Red Cross Road, Oakboro, NC 28129; e-mail: [DeeDee\_Louman@scs.k12.nc.us]. Please mail the posters flat, first class, and protected by cardboard.

Winners will be notified in early June. The first place winners in each category will receive a \$50 check. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2008 National FLES\* Poster Contest.

Selected winning posters from previous competitions were made into notecards. See page 38 to order.

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

Please type or print all requested information:

Student's Name: \_\_\_\_\_

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

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

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

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

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

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

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

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

**SIGNATURES (All are required)**

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

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

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

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

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

PLEASE ATTACH THIS FORM TO THE POSTER.

## 2007 AATF BOOK CLUB SELECTION LA FAYETTE BY GONZAGUE SAINT BRIS

The second book chosen for the 2007 AATF Book Club is Gonzague Saint Bris' biography of the Marquis de Lafayette, *La Fayette* (Éditions Télémaque, 2006). A slightly revised edition of a biography Saint-Bris originally published to coincide with the bicentennial of the French Revolution, this new edition has arrived just in time for the 250<sup>th</sup> anniversary of Lafayette's birth on September 6. 2007 has been declared "The Year of Lafayette," and Saint-Bris is just one of many authors capitalizing on the yearlong celebration of the man known as "The Hero of Two Worlds." Saint-Bris, however, has succeeded in doing something that other Lafayette scholars, historians, and biographers have not been able to do—he has written about Lafayette in French for a popular French audience. Saint-Bris' lively retelling of the Marquis' remarkable life has become a best-seller in France, thus drawing the attention of ordinary French readers to a man whom Americans have long admired, while many of Lafayette's own countrymen and women remain ambivalent about the Marquis' historical importance.

Gonzague Saint-Bris is somewhat of a media personality and a well-known *raconteur* who has written more than thirty novels, historical novels, and biographies, including those of Flaubert, Balzac, and Dumas. His most recent book tells the fiery tale of Chopin's relationship with Marie d'Agoult. Saint-Bris is obviously drawn to a good story, and Lafayette's life has all the dramatic elements needed to attract readers: Orphaned at age two, Lafayette became a millionaire at age twelve; married at sixteen only to leave his pregnant wife and the comfortable life of a French aristocrat behind to serve in the Continental Army led by General Washington. At age nineteen, Lafayette became the youngest American general, one who played a key role in winning the revolution during the decisive battle against the British at Yorktown. He also won the hearts of the American people and especially George Washington, who became a father to him. Once back in France, Lafayette headed the French National Guard during the storming of the Bastille, is credited with authoring the "La Déclaration des droits de l'homme et du citoyen," and inventing the *cocarde tricolore* which evolved into the French flag. He narrowly escaped the guillotine, although many of his friends and relatives did not. Once considered the most popular man in France, Lafayette was also the man most hated by European heads of state for his unwavering love of liberty. During his lifetime, Lafayette campaigned for the rights of many downtrodden people includ-

ing African slaves, French Protestants, the Irish and Poles, and in his later years, his home at LaGrange became a bastion of liberal thought.

These are just some of the highlights of Lafayette's life that Saint-Bris describes in a lively and accessible style that makes this biography a good starting point for those wanting to learn about the Marquis de Lafayette. The author combines his colorful style with a close attention to personal details (such as Louis XVI's weakness for potatoes, and Lafayette's fascination with the techniques of animal magnetism developed by Franz Mesmer) to create evocative portraits of some of the most fascinating figures of the day and the era in which they lived. Although some readers may feel that Saint-Bris is too heavy handed in his treatment of 18<sup>th</sup>-century France, he is often at his best when he strays from his main subject to feed us tidbits about Lafayette's world.

Gonzague Saint-Bris' writing may verge on sensationalism at times, but he also makes a point of painting a balanced picture of Lafayette that shows both his weaknesses (a fondness for glory and women) and his strengths (his love of liberty). He prepares the groundwork for what Lafayette would become by first introducing us to the marquis as a nature-loving boy and socially awkward adolescent. His account of the complex role Lafayette played during the French revolution is one of the best I've seen and helps explain how Lafayette could go from "hero to zero" in the space of a few months, to end up imprisoned in Austria as a traitor to France. In his conclusion Saint-Bris tries to situate Lafayette's political ideology in a modern-day context by claiming "La Fayette incarne un rêve français, qui provoque bien des agacements, mais que l'avenir, peut-être, réclamera de bon coeur. Ce faux centriste est un aristocrate social. Il est le tout premier partisan de la cohabitation, le pionnier prévoyant de l'ouverture" (p. 371). The jury is still out on whether Saint-Bris will succeed in bringing a fresh appreciation of Lafayette's contributions to contemporary French readers, but at least his biography has captured their attention.

Although the biography in its entirety may be too long for classroom use, sections of it can be easily adapted to introduce Lafayette to French students at a variety of different levels. I used Saint Bris' biography of Lafayette as a resource for some of the classroom activities I developed that can be accessed at the AATF Book Club site, [[www/frenchteachers.org/convention/Book%20club.htm](http://www.frenchteachers.org/convention/Book%20club.htm)]. These include a mul-

tipale choice quiz that presents students with some of the most interesting facts about Lafayette's life, a stylistic exercise based on the portraits that Saint-Bris includes in his book, and an activity using letters that Lafayette wrote to his wife when he first joined the American Revolution. These letters are conveniently available on a Web site that includes a digitized version of the original letter, a transcription and an English translation. Along with the classroom activities, readers will also find a series of detailed questions about Saint-Bris' biography of Lafayette that will serve to guide a discussion of the book. Additional teaching resources available on the Internet include "Picpus, Walled Garden of Memory" a digital archive developed by faculty and staff from Northwestern University and sponsored by the National Endowment for the Humanities and the Florence Gould Foundation: [<http://picpus.mmlc.northwestern.edu>]. You can purchase a copy of *La Fayette* by Gonzague Saint-Bris at [[www.booksxyz.com](http://www.booksxyz.com)].

With such a variety of resources readily available to French teachers, no French curriculum should be without a unit devoted to Lafayette. The 250<sup>th</sup> anniversary of Lafayette's birth provides us with the perfect opportunity to bring the Marquis' many accomplishments to the attention of our students. He remains an important symbol of the friendship that has bound France and America together for more than two centuries, and of the republican values that form the basis for both our great countries. I hope you'll join me in celebrating the Marquis de Lafayette's birthday this year. "Vive Lafayette et bon anniversaire!"

Tama Lea Engelking  
Cleveland State University  
[[t.engelking@csuohio.edu](mailto:t.engelking@csuohio.edu)]

**MARK YOUR  
CALENDAR!  
JOIN US IN  
BELGIUM  
IN 2008!**

**Attend the 81<sup>st</sup> annual AATF  
convention as we meet in  
Liège.**

**Join more than 600 col-  
leagues from across the U.S.  
as we celebrate the French  
language and all its cultures.**

# 2008 ANNUAL CONVENTION IN LIEGE: HIGHLIGHTS

Mark July 16-19, 2008 on your calendars! The 81<sup>st</sup> annual AATF convention will be held on those dates in Liege, Belgium. We are planning a number of exciting activities as well as the usual excellent professional program. The Local Committee has been working hard to organize interesting local events.

## Hotel Information

The convention will take place at the Liege Convention Center. Room blocks have been reserved at a number of hotels in Liege at rates varying from 69 to 120 euros for a single room and between 110 to 161 euros for a double room. Specific information on making reservations will be posted on the AATF Web site [www.frenchteachers.org] by the end of November. The deadline for reserving a room will be **March 31, 2008**.

## Travel to Liege

Liege is very accessible. There are non-stop flights from the U.S. to Brussels from Chicago, Detroit, Philadelphia, and New York, among other cities. Liege is only a short train ride from Brussels. The TGV Thalys leaves the *Gare du Nord* in Paris and runs several times a day, stopping in Liege. Liege is slightly more than two hours from Paris by TGV and two and half hours or so from Amsterdam [www.thalys.com]. Liege is barely three hours from London via Eurostar, and Eurostar ticket prices are good to any station in Belgium [www.eurostar.com]. We encourage you to explore multiple travel options to ensure you get the best deal.

## Call for Proposals

The on-line call for proposals for the 2008 convention in Liege is posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 1, 2007**.

## Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée*. Our keynote speaker will be Roger Dehaybe, former *Administrateur général* of the *Agence intergouvernementale de la Francophonie*. There will be special sessions organized for the 2008 AATF Book Club (see pages 17-19), and a number of pre-and post-convention cultural excursions. The AATF Commissions will organize sessions and workshops on culture, business French, promotion, ad-



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vocacy, and other topics. The program will be a celebration of the language, culture, and literature of the French-speaking world, focusing on French in Europe. The complete program will be posted on-line in late March.

## Convention Registration

There will be several registration options, and it will be possible to register on-line. We are not yet able to confirm the exact registration fees because many details are still to be finalized. However, it is certain that the earlier you are able to register, the better. The Early Bird registration deadline will be **March 15, 2008**. After that prices will increase. And the cut off date for preregistration will be June 20, 2008. After June 20, you will have to register on-site at a significantly higher cost.

In addition, there will be several package options which include just registration, registration plus the Welcome Luncheon and Awards Banquet, registration plus all meals. Since the Liege Convention Center is not situated near enough restaurant facilities to provide lunch for several hundred attendees, we will organize luncheons on site. We also are working to have local vendors provide typically Belgian snacks like *gaufres*, *frites*, and *chocolat*.

In order to reduce international shipping costs, we plan to mail badges, programs, and tickets to registrants prior to the convention.

## Pre-Convention Seminar

President Marie-Christine Koop has obtained funding to be able to offer 15 scholarships for a pre-convention seminar, one week in Geneva, Switzerland and one week in Liege, culminating with atten-

dance at the AATF convention (see pages 3, 13). The seminar application deadline will be **February 1, 2008**.

## Pre-Convention Excursions

We are pleased to be able to offer several excursions, both within Belgium and in northern France. Below are brief descriptions of the excursions and tentative costs. The complete descriptions will be posted on the Web site as soon as they are available. Because of fluctuating exchange rates, the exact prices will be announced in the registration materials to appear in the January *National Bulletin* and on the Web site by the end of the year.

### **Traditions au Nord et en Baie de Somme**

is a four-day excursion organized by Eductour and the *Maison de la France*. Participants will leave Paris by bus on July 12 to visit Lille and Roubaix. Day 2 includes a visit to the *Verrerie/Cristallerie Arques* and the nearby *Maison du Papier*, ending that day at Boulogne-sur-Mer. Bastille Day will be spent in the beautiful *Baie de Somme*, including the *Parc Ornithologique du Marquenterre* and flat-bottomed boat excursions among *les Hortillonages*, floating gardens between the arms of the Somme River. Day 4 will include a guided tour of Amiens and its cathedral and a visit to the *Musée Jules Verne*. Tentative cost: 835 euros; price includes three nights lodging (*trois étoiles*) and meals and entrance fees. Registration deadline: **March 31, 2008**.

**Bruxelles, capitale européenne** is a one-day excursion on Tuesday, July 15 which will include a guided bus tour of the historic center of Brussels and visit of the European Union. Tentative cost: 40 euros.

**Spa et le CERAN** is a day-long excursion on July 15 proposed by CERAN Lingua which includes a visit of the school and



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meeting with teachers, followed by a guided tour of Spa and, in the afternoon, a visit of the *thermes* in Spa. Tentative cost: 25 euros, which includes entrance to the *thermes*.

### Post-Convention Excursions and Activities

Innov@art propose une excursion "**Art et histoire de Paris en Normandie**" (5 jours). Venez découvrir de façon approfondie les diverses facettes de Paris tout au long de parcours classiques ou insolites, jalonnés de rencontres marquantes. Vous apprécierez les conférences qui mettront l'accent sur l'art, l'histoire mais également sur les communautés socio-culturelles qui cohabitent dans la ville lumières. Puis vous partirez pour la Normandie où sa douceur de vivre a attiré de nombreux artistes tel que Monet (Giverny). Vous visiterez les plages



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normandes où se sont succédé Américains, Canadiens, Anglais, Français venus délivrer le pays de l'Occupation. Enfin vous séjournerez dans la station balnéaire de renommée internationale, Deauville, symbole de l'élégance et de l'art de vivre.

Les soirées seront exceptionnelles: de la soirée orientale des mille et une nuits à la guinguette «à la bonne franquette». Tentative cost: 945 euros (chambre double, supplément pour single); inclut train aller-retour Liege-Paris, 5 nuits d'hôtel (trois étoiles), 3 dîners, 2 dégustations, 3 conférences, transport en autocar et entrées aux musées.

**Route de la Bière: un circuit dans l'art du terroir et des traditions** is a day-one excursion on Sunday, July 20 which will allow convention-goers to learn about the beers of Belgium and their history. Tentative cost: 45 euros.

**Anvers, centre mondial du diamant** is a one-day excursion on Sunday, July 20 during which participants will visit the historic city of Anvers, the city of Rubens. The visit will include



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a tour of a *diamanterie*. Tentative cost: 43 euros.

### Séjour à CERAN Lingua

Boost your level of conversational French and discover Belgian culture during an intensive French immersion experience at the most famous language school in Belgium! From July 20-25, 2008, CERAN Lingua will offer a special 1-week program for attendees of the annual convention. The program will give participants a chance to learn how to introduce the Belgian cultural heritage, literature, music, history and gastronomy in their classroom. Teaching in small classes (max. 6 participants per group), constant support from instructors and the unique CERAN methodology will ensure progress in conversational French. Cost: \$2790 includes tuition, course material, full board and accommodation. To learn more, visit [[www.ceran-us.com](http://www.ceran-us.com)].

### Activities for Family Members and Students

Give your students and children a chance to skyrocket their level of French while you attend the AATF convention in Liege. In Ferrières, just 30 miles from Liege, CERAN JUNIORS provides intensive language programs for kids 10-18 during the summer. The full immersion programs include classes, fun activities and excursions (everything in French) and are attended every year by teenagers from all over the world. A unique opportunity to improve conversational French and live a memorable multicultural experience. Programs are organized in one-week modules with price starting at \$1690/week, including tuition, course material, sports and leisure activities, excursions, full board and accommodation. To learn more about CERAN JUNIORS, visit [[www.ceran-us.com/junior](http://www.ceran-us.com/junior)].

## TESTEZ VOS CONNAISSANCES SUR LA BELGIQUE

1. Depuis quand la Belgique existe-t-elle?
2. Qui est le chef d'état?
3. D'où vient le nom de la Belgique?
4. Quels pays entourent la Belgique?
5. Quelles langues se parlent en Belgique?
6. Quel instrument musical a été inventé par un Belge?
7. Quel fleuve traverse Liège?
8. Quels pays européens ont contrôlé le territoire belge depuis le Moyen âge?
9. Comment appelle-t-on la partie du pays où l'on parle flamand?
10. Comment appelle-t-on la partie du pays où l'on parle français?
11. Quel pays africain a été une colonie belge?
12. Quel auteur moderne mondialement connu est né à Liège?

## BELGES CÉLÈBRES

Pouvez-vous identifier dans quel domaine chacun des individus suivants est connu?

1. Eddy Merckx
2. Jacques Brel
3. Jacky Ickx
4. Maurice Maeterlinck
5. Paul Delvaux
6. César Franck?
7. le père Damien
8. Georges Rémi
9. Dominique Pire
10. Jacques Rogge

## RÉPONSES

1. La Belgique existe en tant que pays depuis 1830; 2. le roi Albert II; 3. d'une tribu celte, les Belgae; 4. la Hollande, l'Allemagne, le Luxembourg, et la France; 5. Environ 55% de la population parlent flamand, 45% parlent français et quelques personnes parlent allemand; 6. Adolphe Sax a inventé le saxophone en 1846; 7. la Meuse; 8. la Hollande, l'Allemagne, la France, l'Espagne; 9. la Belgique; 10. la Vallonie; 11. la République démocratique du Congo (autrefois la Zaïre); 12. Georges Simenon
1. 5 fois vainqueur du Tour de France; 2. chansonnier, acteur et metteur en scène; 3. pilote de Formule 1; 4. écrivain naturaliste; 5. peintre surréaliste; 6. compositeur; 7. prétre belge célèbre pour avoir travaillé parmi les lépreux à Hawaï; 8. auteur de bandes dessinées, mieux connu comme Hergé; 9. prétre qui a reçu le Prix Nobel de la Paix pour les secours qu'il a portés aux personnes déplacées par la Seconde Guerre mondiale; 10. Président du Comité Olympique international

## 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. 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.

\$ .58 postage required for 1-6 copies of the flyer

\$ .75 postage required for 7-10 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 nonmembers at \$.20 per copy.

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

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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 in the *National Bulletin* (p. 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/DVD or CD (Please indicate your choice; select only one.)
  - \_\_\_\_\_ Video or \_\_\_\_\_ DVD *Le Français m'ouvre le monde video*
  - \_\_\_\_\_ Video or \_\_\_\_\_ DVD *Forward with French*      \_\_\_\_\_ Video or \_\_\_\_\_ DVD *Forward with FLES\**
  - \_\_\_\_\_ *Teaching Business French (CD)*
- one AATF guide or FLES\* report (Please indicate your choice; select only one.)
  - \_\_\_\_\_ *Calendrier perpétuel*      \_\_\_\_\_ *La Vie des mots*
  - \_\_\_\_\_ FLES\* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
  - \_\_\_\_\_ 25 *Le Français en Amérique du Nord* notepads      \_\_\_\_\_ AATF Notecards (2 sets of 12 cards)
  - \_\_\_\_\_ 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. Now available through the AATF on-line store.

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

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

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

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

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

### AATF French Government Scholarships

The French Cultural Service is offering AATF members scholarships for study in France during the summer 2008. More information will be posted on the AATF Web site at [www.frenchteachers.org] as soon as it becomes available.

#### Québec

Des bourses (nombre à déterminer) pour un stage en langue, culture et société québécoises seront offertes aux membres de l'AATF par le Ministère des Relations internationales du Québec (MRIQ). Les objectifs du stage sont le perfectionnement en didactique du français et l'approfondissement des connaissances du Québec, de sa culture et de sa population. Les candidats doivent (1) enseigner le français ou être responsable de l'encadrement de professeurs de français; (2) maîtriser le français écrit et oral; (3) être citoyens ou résidents des États-Unis; (4) être membres de l'AATF; et (5) fournir un certificat de naissance (original ou copie certifiée).

Le stage sera offert à l'Université Laval ou à l'Université de Montréal. Le MRIQ attribuera les affectations en tenant compte lorsque possible de la préférence exprimée par le candidat. Le programme comprend trois volets: linguistique (production et correction de points de grammaire adaptés aux besoins des étudiants et production et correction phonétique en laboratoire), didactique (ateliers pratiques permettant d'exploiter différentes stratégies d'enseignement, observation de classes d'immersion en français, du niveau élémentaire au niveau supérieur et tables rondes favorisant les échanges professionnels) et culturel (conférences données par des spécialistes touchant les volets historique, linguistique, littéraire, politique et social du Québec et sorties à caractère pédagogique, culturel et social).

La bourse couvre les frais d'inscription et de scolarité du stage, l'hébergement en résidence universitaire, une somme forfaitaire de 150\$ (Can.) destinée à couvrir partiellement les frais de repas, l'accueil à l'aéroport, couverture médicale pour la durée du stage. Le transport du lieu de départ au lieu du stage, les dépenses personnelles et une franchise de 50\$ (Can.) pour le recours à l'assurance s'il y a lieu sont à la charge des boursiers.

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

publier un article dans une revue professionnelle sur son expérience au Québec.

#### Université McGill

Depuis l'été 2006, le Département de langues anglaise et française de l'Université McGill (Québec, Canada) offre chaque année une inscription gratuite à un cours intensif d'été. Donné dans le cadre du *Programme intensif de français*, ce cours de niveau 5 est ouvert à tout enseignant qui possède en français une compétence correspondant au niveau intermédiaire élevé sur l'échelle de l'ACTFL.

La bourse couvre les droits de scolarité et les frais d'inscription (une valeur d'environ 2200\$ C.A.). Elle ne comprend pas le transport, l'hébergement à Montréal, les assurances et les dépenses personnelles. Le concours s'adresse à tous les membres de l'AATF qui enseignent le français au niveau secondaire ou collégial.

Reconnu pour la qualité de son enseignement, le *Programme intensif de français* accueille chaque année des centaines d'étudiants du monde entier. Constitué de cinq niveaux, ce programme à plein temps prépare les étudiants à communiquer efficacement dans un environnement francophone, tant à l'oral qu'à l'écrit, et leur permet de découvrir de nombreuses facettes de la culture québécoise. Le programme mène, à certaines conditions, à l'obtention du *Certificat de compétence en français de l'Université McGill*. La session d'été dure 8 semaines: du 16 juin au 8 août 2008.

Pour plus d'informations sur le *Programme intensif de français* de l'Université McGill, consultez le site Internet des Programmes de langues anglaise et française [www.mcgill.ca/eflp].

#### Seminar in Belgium & Switzerland

In addition, AATF members have the opportunity to apply to participate in a two-week pre-convention seminar which will take place in Switzerland and Belgium and culminate with the AATF Convention in Liège. For more information, see page 13.

#### Eligibility

Applicants for all of the scholarships must be American citizens or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2007-2008. Preference will be given to members who have been in good standing since January 1, 2006.

Current AATF chapter presidents and members of the AATF Executive Council are

not eligible. Members who have received an AATF scholarship during the past five years (2003-2007) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2007-2008.

#### Selection Process

The scholarships will be awarded by national competition to members who indicate a plan to use the scholarship to benefit himself or herself professionally and to enhance or expand the curriculum for the students. Applications will be reviewed and the decision will be announced in early April 2008. A number of factors will be weighed:

- clarity and specificity of the candidate's statement (not less than 1 page nor longer than 2 pages);
- reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French);
- teaching assignment;
- evidence of professional commitment;
- future career plans in education;
- need for an immersion experience in a Francophone country;
- letters of recommendation.

#### Application

Application forms are available from your local Chapter President, on the AATF Web site [www.frenchteachers.org], or can be requested from National Headquarters. Forms can be duplicated.

Applicants should do the following:

- (1) Complete both sides of the application form, and attach additional pages to the application.
- (2) Request that two letters of recommendation be sent directly to Jayne Abrate, AATF Executive Director or enclosed with the application in sealed envelopes. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) As these letters of recommendation are very carefully considered during the application process, they should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
- (3) Send the original application form and supplementary pages to **AATF Summer Scholarships, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.**
- (5) The application must be **postmarked by March 1, 2008**, to be considered.

**THE FRENCH REVIEW  
WELCOMES ARTICLES FOR A  
SPECIAL ISSUE DEVOTED TO  
PEDAGOGY**

This special issue will be devoted to all manner of articles on the teaching of French language, literature, and society and culture. We would particularly like to include articles on the teaching of beginning French at the middle, high school, and college and university levels. This volume will be published in May 2009 in honor of our annual meeting to be held in San Jose, CA in July 2009. Articles should be scholarly but not exceedingly specialized. We also want articles that fit into our rubric "In Your Corner: Focus on the Classroom." 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 is on or before **August 1, 2008**. Articles should be submitted to Christopher Pinet, Modern Languages and Literature, Montana State University, Bozeman, MT 59717.

**FRENCH TV ON-LINE**

La nouvelle chaine d'informations en continu (24/7) en français et en anglais est disponible et gratuite. Elle a commencé sa diffusion le 7 décembre 2006 à [www.france24.com].

**FRENCH REVIEW NOW  
AVAILABLE ON LINE**

The AATF is pleased to announce that *French Review* Vols. 1-77 (1927-2005) 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. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants\_na.html]. The *French Review* will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

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].

**80<sup>TH</sup> ANNIVERSARY FUND FOR THE FUTURE**

We would like to take this opportunity to thank all those dedicated AATF members who contributed at least \$80 to the Fund for the Future on the occasion of the 80<sup>th</sup> anniversary of the AATF.

- Ruth Doyle (Missouri)
- Jayne Abrate (Illinois)
- Pierre Capretz (Connecticut)
- Helen Cummings (Massachusetts)
- Phyllis Dragonas (Massachusetts)
- Bernard Duhaime (Nebraska)
- Connie Fredericks-Malone (New York)
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- Suzanne Kessler (Wisconsin)
- Davara Potel (Ohio)
- Anne Slack (New York)
- Nelly Soto-Ruphuy (Texas)
- Clarice Traylor (Pakistan)
- Sandra Trundle (Missouri)

**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. Now available in the AATF On-line store.

\_\_\_\_\_ CDs x \$12.50 (member); \$15 (nonmember) = Total enclosed \_\_\_\_\_

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

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

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

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

# MOTS CHASSÉS

Exercices sur «La Vie des mots» paru dans la *French Review*, 80.2 (décembre 2006). Le corrigé se trouve à la page 39.

I. Répondez aux questions suivantes en remplaçant le ou les mots soulignés par un pronom personnel.

1. Avez-vous fait une virée en Bourgogne?
2. Ce sel provient-il des marais salants de Guérande?
3. Lui as-tu envoyé ce ballon?
4. Qui a préparé ce fromage?
5. Qui a préparé la composition de cette équipe?
6. Avez-vous dégusté ces Chardonnay?
7. Quand est-ce que les vignerons feront leurs récoltes?
8. Combien de temps les raisins doivent-ils macérer?
9. À qui ce viticulteur a-t-il vendu sa récolte?
10. Le commerçant a -t-il vendu de belles poêles à mes cousins?

II. Remplacez les termes inappropriés par ceux qui conviennent.

1. L'aligoté est un vin rouge
2. Un carton jaune donné à un joueur de football signifie que celui-ci doit quitter le terrain.
3. Roland Garros était un remarquable champion de tennis.
4. Une barrique contient près de 50 litres
5. Le Clos Vougeot se situe dans le Bordelais

III. Terminez les phrases proposées

1. Un des grands cépages de vin blanc en Bourgogne est \_\_\_\_\_.
2. Kir est à la fois \_\_\_\_\_.
3. Pour les grands matchs de football les stades sont \_\_\_\_\_.
4. Lorsqu'il y a égalité entre deux équipes de foot, à la fin d'un match on \_\_\_\_\_.
5. On peut lire sur l'étiquette d'une bouteille de grand vin \_\_\_\_\_.

IV. Poser une question à l'aide de mots interrogatifs en vous appuyant sur les phrases données ci-dessous.

1. L'équipe a besoin d'un ailier droit.
2. Cette équipe joue au hockey
3. Ce vin peut-il donner un bon crémant?
4. Le joueur brésilien vient d'écoper d'un carton jaune.
5. Nous allons assister à ce match

V. Remplacer les blancs par un pronom relatif.

1. Le propriétaire-récoltant \_\_\_\_\_ il s'agit habite le Bordelais.
2. Les ustensiles de cuisine \_\_\_\_\_ se vendent dans ce magasin sont tous « Made in Germany »
3. La parcelle de terrain sur \_\_\_\_\_ ce vin est récolté vaut très cher
4. L'avertissement \_\_\_\_\_ il a reçu l'a blessé.
5. Celui \_\_\_\_\_ récolte le raisin s'appelle le vendangeur
6. Les pommes au four \_\_\_\_\_ vous m'avez préparées sont succulentes.
7. Les foules \_\_\_\_\_ assistaient à ce match se sont déchaînées.
8. C'est là \_\_\_\_\_ il faut acheter un autocuiseur.
9. Le coup franc \_\_\_\_\_ cette équipe a marqué leur a donné la victoire.
10. L'arbitre \_\_\_\_\_ les débuts furent difficiles devint vite célèbre

Colette Dio, Nancy, France

## AATF PLACEMENT BUREAU

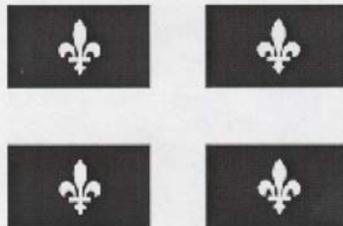
The AATF offers its members a Placement Bureau service. We publish a monthly job list of positions in French at the university level. Although the labor involved in coordinating a job list for K-12 positions is prohibitive, we do occasionally get calls from schools looking for K-12 teachers. These announcements 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; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [staff@frenchteachers.org].

### NOW AVAILABLE ON-LINE PAYMENT

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

## NEW ! AATF POSTCARD SERIES

The AATF has just produced six series of postcards related to France and the French-speaking world. Each series is composed of 10 different images accompanied by a 12-page study guide to utilize the images in the classroom. Each set \$8 or all 6 sets for \$45 (members)/\$10 or \$55 (nonmembers). Now available at the AATF On-line store.

- \_\_\_\_\_ **Châteaux** (Amboise, Azay-le-Rideau, Chambord, Chantilly, Chenonceau, Cheverny, Ussé, Valençay, Vaux-le-Vicomte, Villandry)
- \_\_\_\_\_ **Églises et cathédrales** (Amiens, Chartres, Lyon, Mont St. Michel, Notre-Dame de Paris, Reims, Rodez, St. Denis, St. Rémy, St. Sernin)
- \_\_\_\_\_ **Martinique** (Baie de Fort-de-France, Bibliothèque Schoelcher, Cathédrale, Diamant, Flore, Fort-de-France, Mont Pelée, St. Pierre)
- \_\_\_\_\_ **Paris** (Beaubourg, Défense, Hôtel de Ville, Louvre, Métro, Notre-Dame, Opéra Bastille, Opéra Garnier, Sacré Coeur, Tour Eiffel)
- \_\_\_\_\_ **Provence** (Aigues-Mortes, Arènes de Nîmes, Arles et les Arènes, Baux-de-Provence, Grasse, Marseille, Pont Van Gogh, St. Trophime, Théâtre antique d'Orange)
- \_\_\_\_\_ **Québec** (Cap des Rosiers, Château Frontenac, Chutes de la Chaudière, Chutes Montmorency, Montréal, Rocher Percé, St. Laurent, Ste. Anne de Beaupré, Ville de Québec)

\_\_\_\_\_ sets x \$8 = \_\_\_\_\_ or \$45 for all 6 sets (member prices)

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

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Address \_\_\_\_\_

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

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

## HAVE YOU MOVED OR PLANNING TO MOVE? 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 \$.70 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 [address@frenchteachers.org].

Change of Address		
Name _____	_____	_____
Last	First	Middle
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; FAX: (618) 453-5733; E-mail: [address@frenchteachers.org].		

## CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

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

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

### PLATINUM LEVEL BENEFACTOR:

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

### GOLD LEVEL BENEFACTOR:

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

### SILVER LEVEL BENEFACTOR:

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

### BRONZE LEVEL BENEFACTOR:

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

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

## 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 \$55, 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 \$65, 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).

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# LE GÉNÉRAL CHARLES DE GAULLE ET L'ALGÉRIE

## Exercices et Études: Deuxième Partie

It is with tremendous pride that I write this brief introduction to Part Two of Jane C. Judge's independent study, "Le Général Charles de Gaulle et l'Algérie." During the 2006 Fall Semester, my first semester at Canisius College, I had the pleasure of having Ms. Judge in my advanced stylistics course. She immediately impressed me with her inquisitive mind and dedicated work ethic. I was truly honored when she asked me to be the first reader on her history honors senior thesis ("France's Magician: General Charles de Gaulle and the Algerian War").

For the 2007 Spring Semester, Ms. Judge needed one more senior French elective in order to complete her quadruple major in French, European Studies, History, and International Relations. It was thus that I proposed to her that she do an independent study with me based on her history honors senior thesis. The goal of the independent study was to convert her thesis into a usable format for the French language classroom (pre- and post-reading questions in both multiple choice and short answer format as well as a suggested final project). What follows here is Part Two of her independent study project. Part One appeared in the September 2007 issue of the *National Bulletin*.

Both Ms. Judge and I would like to thank Marie Valérie Chapuis for providing the "native read" for the project. Mlle Chapuis generously offered her time at the final stage of the project.

Eileen Angelini  
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## LE GÉNÉRAL ET L'ALGÉRIE

Le Général de Gaulle fut nommé premier ministre en juin 1958 et il a obtenu les pouvoirs de changer la constitution française. Ces pouvoirs étaient compris dans la loi du 3 juin. Elle prévoyait une assemblée pour créer une nouvelle constitution. D'après cette loi, le Général pouvait gouverner par décret pendant que l'assemblée travaillait.

En laissant les politiciens de Paris faire les changements constitutionnels, de Gaulle partit pour voir l'Algérie. Le 4 juin 1958, il prononça un discours à Algiers devant les peuples Européens-algériens en leur disant, «Je vous ai compris!». L'atmosphère était triomphale pour les Européens-algériens : De Gaulle les comprenait et visitait leur pays. Puis, il fit un tour du paysage algérien. Il vit notamment l'Armée, et les soldats plus que les généraux. Il voulait s'assurer qu'ils comprenaient que c'est le gouvernement qui contrôle l'Armée et pas l'Armée qui contrôle le gouvernement. De plus, il voulait rassurer les soldats en leur faisant comprendre qu'il s'inquiétait pour eux. Tout en faisant ces assurances, il remarqua à son conseiller Pierre Lefranc que la France «ne peut pas garder l'Algérie».<sup>1</sup> Force est de noter que le Général sut en 1958 que l'indépendance était nécessaire pour l'Algérie et il utilisa les soldats de l'Armée pour soutenir le pays et atteindre ce but d'indépendance.

D'ailleurs, le Général donna de nombreux indices qui montraient qu'il voyait l'indépendance pour l'Algérie quand il vint au pouvoir. Déjà en 1955, de Gaulle montra des signes qu'il pensait que la France devait changer pour surmonter la situation. Dans une lettre à l'administrateur à Porto-Novo le 24 janvier 1955, de Gaulle dit: «Rien de grand ne peut être réalisé, ni même entrepris, dans aucun domaine, par le régime actuel».<sup>2</sup> Le 13 février 1956, dans une autre lettre au Général François Ingold, il dit « Il faut avoir du chagrin au sujet de la France. Elle en vaut la peine, et puis c'est un service à lui rendre». Il est évident que le Général voulait changer le gouvernement de la Quatrième République qui ne pouvait plus servir la France.

Toutefois, Charles de Gaulle comprenait qu'il fallait être suave en politique. S'il pensait que la France devait changer ses politiques, le Général ne le disait pas clairement. Au contraire, il le nia quelques fois. En 17 mai 1956, quelques mois après avoir dit au Général Ingold qu'il fallait avoir du chagrin pour la France, de Gaulle dit à Georges Guingouin, un adjoint des années de la deuxième guerre mondiale, «Vous savez, d'ailleurs, que je ne m'en mêle pas, non plus que d'aucune des affaires dans lesquelles le régime est engagé».<sup>3</sup> Le Général voulut montrer qu'il n'avait pas d'aspirations politiques en 1956, une année après son départ à la retraite. Mais il était évident par ses actions en 1958 et par ses autres lettres des années précédentes que de Gaulle suivait bien les affaires de la Quatrième République et qu'il pensait qu'elle devait changer.

Il est important de connaître l'attitude du Général à propos des colonies en général. Cette attitude s'exprima parfaitement dans une lettre à son neveu qui habitait à Hong Kong où de Gaulle lui dit que sa «position géographique ... [le] place à la frange de deux mondes».<sup>4</sup> Ces deux mondes étaient celui des Blancs et celui d'Asie, c'est-à-dire que de Gaulle pensait au monde en deux sphères: colonisateurs contre colonisés. Dans la même lettre, de Gaulle conseilla à son neveu: «Pour toi, fais tes affaires, mais ne te compromets pas».<sup>5</sup> Ainsi, on peut voir l'attitude du Général: il fallait faire des affaires avec les colonies, mais si elles compromettaient le colonisateur, il fallait le sauver à tout prix.

Par ailleurs, on retourne à la question de la prise de conscience que de Gaulle fit en France au sujet d'Algérie. Il est clair que de Gaulle lui-même pensait à l'indépendance pour l'Algérie depuis plusieurs années. Comment a-t-il renversé l'attitude du gouvernement et des Français?

Tout d'abord, de Gaulle donna un discours pour les médias le 19 mai 1958 au Palais d'Orsay. Il dit que les Algériens (Européens et indigènes) avaient acclamé leur indépendance. Mais il continua en disant qu'il fallait garder la communication avec l'Algérie. Cela peut vouloir dire l'Algérie en tant que colonie ou en tant que révoltée musulmane. Le Général ne parlait pas clairement. Laisser l'ambiguïté était sage parce que de Gaulle pouvait changer le sens de ses propos si les circonstances s'altéraient. De Gaulle ajouta qu'arrêter la communication «serait compromettre gravement et, peut-être, pour toujours la position de la France».<sup>6</sup> Un mot—le *peut-être*—démontra que la position de la France peut changer. Même la plus petite parole peut prendre de l'importance au vu du changement des mentalités de l'époque.

Puis, à Madagascar le 22 août 1958, de Gaulle proclama que les gens devaient s'adapter au monde qui change constamment. Il fit référence à l'Algérie juste avant, en indiquant subtilement que ces changements concernaient ce pays. Le Général poussa son public. En 1960, de Gaulle commença à parler d'une *Algérie algérienne*, ou d'une Algérie gouvernée par ses habitants. Sans les discours soigneux

des années précédentes, cela n'aurait pu être possible. La prise de conscience était le triomphe actuel du Général de Gaulle. La paix en Algérie vint grâce à la volonté du peuple français, que de Gaulle cultiva.

## QUESTIONS DE COMPRÉHENSION

1. Combien d'années avant son retour à pouvoir de Gaulle a-t-il exprimé sa volonté de rendre l'Algérie indépendante?
2. Quel élément de l'Armée de Gaulle a-t-il soutenu? Quelles sont les raisons pour cela, à votre avis?
3. À qui est-ce que de Gaulle écrit ses pensées concernant l'Algérie? Quelles sont ces pensées? À qui a-t-il manifesté de l'indifférence?
4. Quelle est l'opinion du Général sur les colonies en général? Comment a-t-elle influencé sa politique envers l'Algérie?
5. Donnez une définition d'une prise de conscience. Comment de Gaulle l'a-t-il créée?

## EXERCICE

Faites une interview avec un(e) adulte qui se souvient du Général de Gaulle. Posez des questions simples et compliquées pour savoir les événements spécifiques dont il ou elle se souvient mais aussi les attitudes et pensées qu'il ou elle a connu. De quel pays vient-il ou elle? Quelles étaient les relations entre son pays et la France pendant que de Gaulle était chef d'état? Est-ce qu'il ou elle a une opinion personnelle du Général? Si oui, quelle opinion et quelles sont les raisons de cet avis? Créez d'autres questions vous-même qui suivent l'esprit de cet exercice.

### Discours du Forum d'Alger, 4 juin 1958

*Dès le vote du projet de loi qui délègue à son gouvernement la charge de soumettre à l'approbation du peuple français une nouvelle Constitution, le général de Gaulle se rendit en Algérie du 4 au 7 juin 1958 pour y manifester la restauration du pouvoir de l'État. Des diverses allocutions qu'il prononce au cours de ce voyage, seule celle du Forum d'Alger a été rédigée à l'avance.*

Je vous ai compris! (1)

Je sais ce qui s'est passé ici. Je vois ce que vous avez voulu faire. Je vois que la route que vous avez ouverte en Algérie, c'est celle de la rénovation et de la fraternité.

Je dis la rénovation à tous égards. Mais très justement vous avez voulu que celle-ci commence par le commencement, c'est à dire par nos institutions, et c'est pourquoi me voilà. Et je dis la fraternité parce que vous offrez ce spectacle magnifique d'hommes qui, d'un bout à l'autre, quelles que soient leurs communautés, communient dans la même ardeur et se tiennent par la main. (5)

Eh bien! de tout cela, je prends acte au nom de la France et je déclare, qu'à partir d'aujourd'hui, la France considère que, dans toute l'Algérie, il n'y a qu'une seule catégorie d'habitants: il n'y a que des Français à part entière, des Français à part entière, avec les mêmes droits et les mêmes devoirs. (10)

Cela signifie qu'il faut ouvrir des voies qui, jusqu' à présent, étaient fermées devant beaucoup.

Cela signifie qu'il faut donner les moyens de vivre à ceux qui ne les avaient pas. (15)

Cela signifie qu'il faut reconnaître la dignité de ceux à qui on la contestait.

Cela veut dire qu'il faut assurer une patrie à ceux qui pouvaient douter d'en avoir une.

L'armée, l'armée française, cohérente, ardente, disciplinée, sous les ordres de ses chefs, l'armée éprouvée en tant de circonstances et qui n'en a pas moins accompli ici une oeuvre magnifique de compréhension et de pacification, l'armée française a été sur cette terre le ferment, le témoin, et elle est le garant, du mouvement qui s'y est développé. (20)

Elle a su endiguer le torrent pour en capter l'énergie, Je lui rends hommage. Je lui exprime ma confiance. Je compte sur elle pour aujourd'hui et pour demain.

Français à part entière, dans un seul et même collège! Nous allons le montrer, pas plus tard que dans trois mois, dans l'occasion solennelle où tous les Français, y compris les 10 millions de Français d'Algérie, auront à décider de leur propre destin. (25)

Pour ces 10 millions de Français, leurs suffrages compteront autant que les suffrages de tous les autres.

Ils auront à désigner, à élire, je le répète, en un seul collège leurs représentants pour les pouvoirs publics, comme le feront tous les autres Français. (30)

Avec ces représentants élus, nous verrons comment faire le reste.

Ah! Puissent-ils participer en masse à cette immense démonstration tous ceux de vos villes, de vos douars, de vos plaines, de vos djebels! Puissent ils même y participer ceux qui, par désespoir, ont cru devoir mener sur ce sol un combat dont je reconnais, moi, qu'il est courageux...car le courage ne manque pas sur la terre d'Algérie, qu'il est courageux mais qu'il n'en est pas moins (35)

cruel et fratricide!

Oui, moi, de Gaulle, à ceux-là, j'ouvre les portes de la réconciliation.

Jamais plus qu'ici et jamais plus que ce soir, je n'ai compris combien c'est beau, combien c'est grand, combien c'est généreux, (40)  
la France!

Vive la République!

Vive la France!

### QUESTIONS DE COMPRÉHENSION

1. À qui parle de Gaulle?
2. Que dit-il au sujet de ceux qui vivent en Algérie? Selon de Gaulle, qui habite en Algérie?
3. Comment les Européens-algériens recevraient-ils les lignes 13 et 14? Pour eux, que signifie cette phrase?
4. Dans les lignes 16 à 20, de qui parle de Gaulle? Qu'est-ce que cela veut dire?
5. Encore dans les lignes 16 à 20, quel message se cache dans ces phrases? Qu'est-ce que les Européens-algériens penseraient?
6. Est-ce un discours personnel? Quels moyens stylistiques de Gaulle emploie-t-il? Pourquoi?
7. Est-ce que de Gaulle exprime les choses spécifiques concernant l'Algérie? Pourquoi?
8. À votre avis, de Gaulle est-il totalement sincère? Justifiez votre réponse.
9. À qui de Gaulle fait-il référence quand il mentionne la cruauté et le fratricide?
10. Qu'est-ce que de Gaulle raconte sur l'armée? Pourquoi? À votre avis, est-ce vrai? Quelle en est la preuve?
11. Est-ce que ce discours est politique ou non? Émotionnel? Informatif? Justifiez votre réponse avec des exemples précis.
12. En le comparant avec ce que vous savez des gouvernements avant de Gaulle, est-ce que le Général a changé la politique vers l'Algérie? Si oui, comment?

### NOTES

<sup>1</sup>Charles Williams, *The Last Great Frenchman: A Life of General Charles de Gaulle* (New York: John Wiley and Sons, Inc), 1993, 383.

<sup>2</sup>Charles de Gaulle, *Lettres Notes, et Carnets, v 7, Juin 1951-Mai 1958* (Paris: Plon, 1985), 232.

<sup>3</sup>Ibid., 275.

<sup>4</sup>Ibid., 177.

<sup>5</sup>Ibid.

<sup>6</sup>Charles de Gaulle, *Discours et Messages*, vol. 3, *Avec le renouveau, Mai 1958-Juillet 1962* (Paris: Plon, 1970), 8.

## LES ÉVÉNEMENTS EN ALGÉRIE ET LA CINQUIÈME RÉPUBLIQUE APRÈS DE GAULLE

On a vu que le Général de Gaulle devint Premier Ministre le premier juin 1958 et qu'il obtint le droit de changer le gouvernement à cause du manque du contrôle de Paris pendant la guerre d'Algérie. Un conseil fut créé pour travailler sur la constitution et le Général voyagea en Algérie pendant l'été. En septembre, la constitution était presque complète, et de Gaulle décida qu'il fallait poser la question au peuple français; il voterait pour la nouvelle république à la fin du mois.

D'abord, tous les partis politiques conseillèrent à leurs électeurs de dire «oui» ou «non» à la nouvelle constitution. Les Socialistes et Communistes pressaient plus fort pour le «non». Des éléments sociaux vinrent compliquer la situation quand quelques révoltés algériens bombardèrent plusieurs lieux à Paris; le public était convaincu qu'il fallait finir la guerre. Face à l'incertitude du gouvernement jusqu'à ce moment, les Français choisirent un changement du régime à 80 pour cent le 28 septembre 1958. Trois mois après, le 21 décembre, de Gaulle fut élu premier président de la Cinquième République.

Pendant que le Général créait un nouveau gouvernement à Paris, les insurgés en Algérie créèrent un gouvernement eux-mêmes—le Gouvernement provisoire de la République d'Algérie. Il incorporait le FLN, l'ALN, et plusieurs autres groupes nationalistes et devint une voix claire et singulière pour les indigènes algériens. En France, de Gaulle prépara prudemment les mentalités françaises lorsqu'à la fin de l'année 1960 il parla d'une Algérie algérienne. Le 25 juin 1960 de Gaulle commença les négociations avec le GPRA à Melun. Elles s'arrêtèrent rapidement.

Comme d'habitude, de Gaulle posa la question de l'Algérie aux électeurs français. Le 8 janvier 1961, le Général tint un référendum sur la question de l'autonomie pour l'Algérie. Les Français, et tous les Algériens (parce que de Gaulle leur avait donné le suffrage), ont dit un «oui» quasi-unanime au scrutin. Grâce à cette décision populaire, de Gaulle recommença les pourparlers de paix. En mai 1961 à Évian, les leaders du FLN et du GPRA eurent un entretien avec le Général de Gaulle et ses ministres. Au début, la France ne voulut pas donner le Sahara aux indigènes et les conférences prirent du retard.

Comme le conflit en Algérie se déroulait depuis huit ans, tous les peuples concernés étaient fatigués de la guerre. Le 7 mars 1962 les négociations reprurent à Évian. De Gaulle et les Algériens délibérèrent jusqu'au 18 mars, jour où ils signèrent un cessez-le-feu pour le 19.

(continued on page 36)

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## SONGWRITER WINS AWARD



Danny Boudreau who was a participant in our Songwriters' Workshop at the 2005 AATF Convention in Quebec City has just been selected as the winner of the contest "Québec, je te chante" with the

song "Tant d'histoires." The contest was organized by Espace musique, in cooperation with the Société du 400e anniversaire de Québec. You can find out more about the song and all the festivities going on in Quebec City next year at the site [monquebec2008.com]. You can read the lyrics and listen to the song there, too. The English version, "So Many Tales" will be available by the time this is published.

David Graham  
Region III Representative

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(continued from p. 34)

Bien sûr, un référendum eut lieu en Algérie et en France pour l'indépendance de la colonie. Les deux populations la supportèrent avec ferveur. L'Algérie devint complètement indépendante de la France le 3 juillet 1962.

**QUESTIONS DE COMPRÉHENSION**

1. Faites un bref résumé des événements de la guerre avant que de Gaulle prenne le poste de Premier Ministre. Pourquoi a-t-il été appelé par René Coty?
2. Qu'est-ce qui s'est passé en septembre 1958 en France? Et en Algérie? Pourquoi ces événements sont-ils notables?
3. Combien de référendums de Gaulle a-t-il proposé aux Français? Donnez les raisons de son choix.
4. Que s'est-il passé entre l'Algérie et la France?



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\_\_\_\_\_ Washington/Lafayette @ \$5.25 (member)/\$7 (nonmember) \_\_\_\_\_ *L'Hexagone* @ \$5.25 (member)/\$7 (nonmember)

\_\_\_\_\_ *Les Armes de Paris* @\$18 or 3 for \$45 (member)/\$20 or 3 for \$54 (nonmember) Total enclosed: \_\_\_\_\_

Check the Materials Center (page 38) for other promotional items.

## ATTENTION ALL AATF MEMBERS!

You may not realize it, but your own school library may not have *The French Review* on the shelves for your students. As you know, it can be beneficial to students and faculty as a research tool. With many articles in English, it is also useful in other fields, such as Cinema, Sociology, History, and Comparative Literature. If you don't know whether your library has a subscription, please fill out the form below and drop it in campus mail for your librarian. *The French Review* generates funds for the AATF and also supports our organization and the cause promoting French.

Please detach and submit to librarian.



To Librarian:

Please consider a subscription to *The French Review*. I feel it would be beneficial to my students. It also is a useful source for students in other fields, such as Cinema, Sociology, History, and Comparative Literature.

*The French Review*

ISSN: 0016-111X (\$45 per volume year)



Signature \_\_\_\_\_

For subscription information, please contact:

**The American Association of Teachers of French  
Publisher of the French Review**

Mailcode 4510, Southern Illinois University  
Carbondale, IL 62901

Tel: (618) 453-5732; Fax: (618) 453-5733; E-mail:staff@frenchteachers.org

## Southwest Conference on Language Teaching

Visit [www.swcolt.org](http://www.swcolt.org) for:

...call for Papers/Presentations

proposal deadline: Sept. 15, 2008

...conference and hotel registration

Salt Lake City, Utah

Questions / Exhibitors Contact:

Jody Klopp, Executive Director

713 Rock Hollow Road

Edmond, OK 73034

Email: [jklopp@cox.net](mailto:jklopp@cox.net)

Phone: 405.330.1318

Fax: 405.340.0923



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

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

# AATF MATERIALS CENTER

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available on the AATF Web site: [www.frenchteachers.org](http://www.frenchteachers.org). Please allow 2-3 weeks for delivery. The first price listed is the member price; the nonmember price is listed in parentheses.

## PROMOTION OF FRENCH (MEDIA)

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

**Forward with FLES\*** 11-min. video encourages French FLES\* programs with comments from experts, administrators, and teachers. \$15 DVD/\$10 VHS (\$18 DVD/\$12 VHS)

**Open Your World With French/Le français m'ouvre le monde** 10-min. video encourages students to study French. \$15 DVD/\$10 VHS (\$18 DVD/\$12 VHS)

**Forward with French** 10-min. video has interviews with business people in NY state who use French in their work. \$15 DVD/\$10 VHS (\$18 DVD/\$12 VHS)

**Note:** All three of the previous videos on one DVD for \$45 (\$55).

## PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$10; 50 copies / \$5 (20 cents each for quantities larger than 250 or for nonmembers)

- **NEW! Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French (newly redesigned)**
- **Speaking French: an investment in the future (newly redesigned)**
- **Why French FLES\*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

## AATF PROMOTIONAL ITEMS

**NEW! AATF Glass Dishes:** rectangular candy dishes (4x2") with AATF logo on cover. \$12 each (\$15)

**AATF Notepads:** *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$1.50 each (\$2)

**AATF Bic Clic Pens:** AATF and Forward with French on black and red pen. 6 for \$3; 10 for \$5 (6 for \$5/10 for \$8)

**Forward with French bumper stickers.** 50 cents each/ 10 for \$4 (\$.65 each/10 for \$6)

**AATF Ball-Point Pens:** AATF engraved in gold on blue marbled pen. \$8 each (discounts for quantities)

## TEACHING MEDIA

**NEW! Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks,** music CD and teacher's manual with reproducible lyrics, lesson plans, and activities designed for a variety of teaching levels. \$49.95

**NEW! La France divisée,** 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. Video or DVD: \$25 (\$35); study guide \$5 each (\$6)

**Tant qu'elle chante, elle vit** presents the six music videos of Carole Fredericks, featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying manual. \$55 DVD/\$45 VHS

**Reflets français,** 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$30 DVD (\$35 DVD)

## MEDALS AND AWARDS

**NEW! Les Armes de Paris,** 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (\$20 each or 3 for \$54)

**AATF medallions,** 1½-in. blue, gold, and white cloisonné enamel; reverse side plain. Please specify design. (1) Busts of Washington and Lafayette; (2) French hexagon, with "American Association of Teachers of French" around perimeter. \$5.25 each or 3 for \$14 (\$7 each or 3 for \$20)

**On est les meilleurs boutons,** 2-in. round buttons. 65 cents each or 10 for \$6 (85 cents each or 10 for \$8)

## OTHER MATERIALS

**NEW! Cuisiner et apprendre le français,** 34 classic French recipes with activities, exercises, and reading texts (178 pp.). \$25 (\$40)

**NEW! La Vie des Mots,** collection of columns from the *French Review* with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5 copies (\$18 each)

**National French Week Posters,** extra copies available while supplies last. \$2 each or 10 for \$15.

**Un Calendrier perpétuel.** Revised (2006). 104-page *calendrier* highlights events and people from the Francophone world. List of Web sites, bibliography, complete index, glossary, and brief Teacher's Guide. \$12 (\$15)

**Parlez-vous...? Posters.** Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$15 for set of 6 + guide (\$25)

**AATF Certificate of Merit.** 15 cents each or 10 for \$1 (members only)

**AATF Coloring Book,** 16 pp. 8" x 11" for FLES\* students. \$1 each.

**Color Notecards:** 12 notecards with envelopes featuring 6 different color designs from winners of the FLES\* Poster Contest; blank inside. \$10 (\$15)

**Color Postcards:** Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Twelve-page teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55)

## T-SHIRTS

**NEW! Laissez les bons temps rouler! T-shirt,** official T-shirt of the Baton Rouge convention, royal blue with white lettering. Specify size. \$13 for M, L, XL; \$14 for XXL.

**NEW! Laissez les bons temps rouler! Portfolio bags,** black with royal blue trim and white lettering, zippered with shoulder strap. \$12 (while supplies last).

**Le Français m'ouvre le monde T-shirt,** navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size. \$18 for L and XL; \$19 for XXL

**National French Week T-shirt:** blue with NFW logo. Specify size. \$13 for M, L, XL; \$14 for XXL

**Vues sur le monde francophone: cinéma et société,** blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

## AATF FLES\* COMMISSION REPORTS

**New Trends in FLES\*: Innovative Perspectives** (2007) \$10 (\$12.50)

**Variety is the Spice of FLES\*** (2005) \$9 (\$11.25)

**Success Stories: Promoting FLES\* Programs** (2004) \$9 (\$11.25)

**French FLES\* Around the World** (2000) \$9 (\$11.25)

**The FLES\* Image: A Picture is Worth a Thousand Words!** (1998) \$9 (\$11.25)

**Attracting French FLES\* Students** (1996) \$9 (\$11.25)

**Other titles: Reaching All FLES\* Students** (1995) \$9 (\$11.25)

**FLES\* Methodology I** (1994) \$9 (\$11.25)

**Expanding FLES\* Horizons** (1993) \$9 (\$11.25)

**Evaluating FLES\* Programs** (1992) \$9 (\$11.25)

**Special offer:** Any 5 FLES\* Reports for \$40 (\$50). Complete set of 12 Reports for \$75.

To order, send check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

Prices valid through 12/31/07.

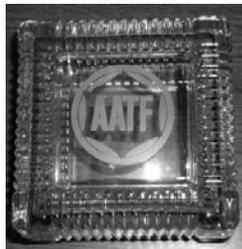
## AATF PLACEMENT BUREAU

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; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [staff@frenchteachers.org].

### 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 (member)/\$15 (nonmember) cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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

Learn how to...

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

**In French or English!**

**www.frenchteachers.org/  
technology/self/**

## TOP TEN LIST of reasons why you should read THE *FRENCH REVIEW*:

1. **You are a professional.**
2. **It's a forum for your own research and professional interests.**
3. **Depth: a starting point for your scholarship and research.**
4. **Breadth: a way to keep abreast of major trends in all areas of French studies.**
5. **Ideas for course development and curricular design.**
6. **Ready-to-use classroom materials.**
7. **A great way to keep up with the latest coinages, idioms, slang, and acronyms.**
8. **Wonderful ideas for summer reading.**
9. **It's just one of the many benefits of AATF membership.**
10. ***C'est une affaire!***

Prepared by Sharon Shelly  
Managing Editor  
College of Wooster (OH)  
[sshelly@wooster.edu]

### CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 29.

1. Oui, nous **Y** avons fait une virée.
  2. Oui, **IL EN** provient.
  3. Oui, je **LE** lui ai envoyé (ou Non, je ne **LE** lui ai pas envoyé).
  4. **IL** a été préparé par **ELLE** (ou par **LUI**).
  5. Le coach **L'** a préparée
  6. Non, nous ne **LES** avons encore pas dégustés.
  7. **ILS LES** feront en septembre.
  8. **ILS** doivent macérer environ trois mois.
  9. **IL L'**a vendue à cette cave coopérative.
  10. Oui, **IL LEUR** a vendu de belles poêles.
1. L'aligoté est un vin **BLANC**
  2. Un carton **ROUGE**...
  3. Roland Garros était un remarquable **AVIATEUR**
  4. Une barrique contient près de **200** litres
  5. Le Clos Vougeot se situe en **BOURGOGNE**
1. Le Chardonnay
  2. Le nom d'un curé, maire de Dijon, et d'un apéritif à base de cassis et de vin blanc
  3. Sont pleins à craquer
  4. Joue les prolongations
  5. Le millésime, le nom du propriétaire-récoltant etc..
1. De qui cette équipe a-t-elle besoin?
  2. à quoi cette équipe joue-t-elle?
  3. Quel vin, donc, peut donner un bon crémant?
  4. De quel carton le joueur brésilien vient-il d'écoper?
  5. De quel match s'agit-il?
1. dont; 2. qui; 3. laquelle; 4. qu'; 5. qui; 6. que; 7. qui; 8. où; 9. que; 10. dont

**AATF WEB SITE  
ON-LINE PAYMENT  
NOW AVAILABLE!**

**www.frenchteachers.org**

# AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

## Contact Information

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

Nominating AATF Member's Name: \_\_\_\_\_

Member's Address: \_\_\_\_\_

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

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

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

## Name of Administrator to Whom Letter Should be Sent

Name & Title: \_\_\_\_\_

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

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

\_\_\_\_\_ study abroad \_\_\_\_\_ *Grand Concours* \_\_\_\_\_ French Club \_\_\_\_\_ Officer

\_\_\_\_\_ National French Week \_\_\_\_\_ *Société honoraire* \_\_\_\_\_ Pi Delta Phi

Other \_\_\_\_\_

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

Member's Signature: \_\_\_\_\_

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

\_\_\_\_\_ Basic Award Registration (\$25)

(includes a certificate and press release, congratulatory letter to administrator, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)

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

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

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

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [abrate@siu.edu]. Award nominations can now be submitted through the AATF On-line store.

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

## WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. Income from gifts of stock given by Mr. Jensen will fund one \$1500 scholarship per year to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2008-2009.

### Eligibility Requirements

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

### Scholarship

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

### Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733; E-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. The application deadline is **March 15, 2008**.

### SERVICE LEARNING: REMINDER

Send your descriptions of successful Service Learning projects to Jacki Thomas [j-thomas@tamuk.edu] for possible inclusion in an AATF-sponsored monograph.

Jacqueline Thomas  
Texas A&M University at  
Kingsville  
[j-thomas@tamuk.edu]

## 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 extracurricular 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, 2007**. 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 2008) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

**2008**

**Northeast Conference  
on the Teaching of  
Foreign Languages  
New York City  
March 27-29  
www.dickinson.edu/  
nectfl**

## SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

Information is available from H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [htknox@juno.com] or from the AATF Web site at [www.frenchteachers.org].

### 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.

## SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

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

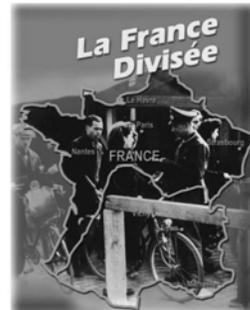
We hope this will facilitate your communication with Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [htknox@juno.com]. If you do not currently have a chapter of the *Société Honoraire* at your school, start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

## 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; Fax: 618-453-5733. Prices include postage and handling. Now available at the AATF On-line store.

- La France divisée* (DVD with French, English, and no subtitles) \_\_\_\_\_ copy (ies)
- La France divisée* (VHS in French with English subtitles) \_\_\_\_\_ copy (ies)
- \$25 (member)/\$35 (nonmember)
- Study Guide (20-page workbook accompanying the program) \_\_\_\_\_ copy (ies)
- \$5 (member)/\$6 (nonmember)



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: \_\_\_\_\_

### 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 (member); \$20 each; 3 for \$54 (nonmembers). Now available at the AATF On-line store.



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

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

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

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

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

**Central States  
Conference on the  
Teaching of Foreign  
Languages  
Dearborn, MI  
March 6-8, 2008  
[www.centralstates.cc](http://www.centralstates.cc)**

**NOW AVAILABLE  
ON-LINE PAYMENT**

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

- Pay on-line for membership
- Outstanding Senior Awards
- Materials

(special member prices available for most materials)

**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)].

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



# Outstanding Senior in French Award



Recognize outstanding students!

Students at the high school or university level are recognized with:

- ◆ a certificate signed by the AATF President and Executive Director
  - ◆ a press release for local or school newspapers
  - ◆ a congratulatory letter to principal or dean
- ◆ Outstanding Senior medal, available for an additional charge.

Student must be a senior in at least the third year of French study, have maintained a high average, participated in French-related activities, and be a non-native speaker of French. The nominating teacher must be a current AATF member.



For more information and complete eligibility requirements:

[www.frenchteachers.org/hq/outstandingsenior.htm](http://www.frenchteachers.org/hq/outstandingsenior.htm) or [staff@frenchteachers.org](mailto:staff@frenchteachers.org)

(Basic award: \$25 / Award + medal: \$35) Nominations can now be made on the AATF On-line store.

## NOW AVAILABLE: THE WORLD SPEAKS FRENCH FLYERS

Flyers produced during the national PR campaign for French are now available. Professionally-designed, four-color flyers highlight why French is still the language to study. Copies of promotional postcards to be sent to local administrators will be sent free of charge with all orders. Now available at the AATF On-line store.

\_\_\_\_\_ 50 copies of The World Speaks French flyer @ \$25

\_\_\_\_\_ 100 copies of The World Speaks French flyer @ \$40

\_\_\_\_\_ Check here if you would like 10 administrator postcards at no additional cost

\_\_\_\_\_ Check here if you would like 20 administrator postcards at no additional cost

Name \_\_\_\_\_

Address \_\_\_\_\_

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

Send this form and payment to AATF/FLI, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

## SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *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*. Now available at the AATF On-line store.



\_\_\_\_\_ 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.

\_\_\_\_\_ Check here if you would like 10 copies of the Help Wanted flyer for counselors at no extra charge.

Name \_\_\_\_\_

Address \_\_\_\_\_

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

Send this form and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.



# PROMOTIONAL FLYERS FOR THE CLASSROOM



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

Developed by the AATF Commission on High Schools, this newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. 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 \$.39 or \$.63 postage)

### **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. It also emphasizes the interconnectedness of the French and American economies.

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

Black and white on dark green flyer illustrates the similarities between English and French. 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.

### **Why Learn French**

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

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

Newly-redesigned multi-color flyer explains why French is a world language! Today's French student isn't only learning a language rich in history and culture but is also opening a door to greater career opportunities.

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

Newly-redesigned burgundy and cream flyer lists 10 reasons why French is a valuable language to learn, including increasing students' marketability in a global economy as well as improving critical and creative thinking skills.

### **Why French FLES\*?**

Developed by the AATF FLES\* Commission, color flyer offers reasons for beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools.

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org].

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$10; 50 copies for \$5 (members); 20 cents each for quantities larger than 250 or for nonmembers. Flyers are now available at the AATF On-line store. \*Prices valid until 12/31/2007

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



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

Prices: 100 copies @\$10; 50 copies @ \$5 (members); 20 cents each for quantities larger than 250 or for nonmembers.

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

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

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

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

E-mail: \_\_\_\_\_

## ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by Robert "Tennessee Bob" Peckham provides a plethora of information to support French programs at all levels. A number of template sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob Peckham [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to the Advocacy Project is provided at [www.frenchteachers.org].

Template Sites for State French Advocacy

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.rogers.k12.ar.us/users/bgilmer/arkfrench.html]
- California Needs French [www.usfca.edu/artscience/californianeedsfrench/]
- Illinois Needs French [http://ww2.hfhighschool.org/~wstiglic/aatfadvocacyp0]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatf-chicnorthil.org/Advocacy.htm]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.htm]
- Kentucky Needs French [www.french.kwla-online.org]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Advocacy Fact Pack for Maine [www.angelfire.com/me4/aatfmaine/aatf\_advocacy\_fact\_pack\_for\_main.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian\_thompson/maneeds.htm]
- Advocacy Fact Pack for Michigan [flabs.emich.edu/mi-aatf]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- Missouri Needs French [flamnet.org/MOFrench.doc]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [blogs.davidson.edu/mtblog/NC-AATF/advocacy.html]
- Advocacy Fact Pack for Ohio [ms.loganhocking.k12.oh.us/~madame/ohiofrench.htm]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- AATF Advocacy Fact Pack for Vermont [www.vfla.org/VERMONT.htm]
- Wisconsin Needs French [www.uwm.edu/~alkhas/winfrench/index.htm]

## ATTENTION AUTHORS

The *National Bulletin* includes, in all 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.

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## CALL FOR PROPOSALS AMERICAN COUNCIL FOR QUEBEC STUDIES

The Sixteenth Biennial Conference of the American Council for Quebec Studies will be held in Quebec City November 13-16, 2008 with the theme "Québec et les autres: 400 years of interactions."

We welcome submissions (electronic submissions preferred) pertaining to conference theme and all topics relevant to the study of North American Francophone history, society, and culture.

Submit paper title and abstract (200 word maximum) along with name and address to: ACQS, 154 College Avenue, Orono, ME 04473; tel: (207) 581-4241; fax: (207) 581-4223 ; e-mail : [ACQS@Maine.edu].

Proposals may be submitted in English or French. Panel organizers should provide session title plus names, addresses, and paper titles for all presenters.

The deadline for submissions is **March 15, 2008**. Conference information will be available at the ACQS Web site: [www.acqs.org].

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## CALL FOR POETRY SUBMISSIONS

AATF members are invited to submit their personal creative work in English or French to *Marginalia*, the literary magazine published by the English and foreign language staff at Western State College of Colorado. French contributions will be printed in both the French and English translation on facing pages. (The author himself/herself can provide the English translation or the *Marginalia* staff can translate from French). We also invite book reviews on any book of literature, in English or French, as long as the book is either out-of-print or published by a small or academic press.

Please email contributions to Dr. Helynn Hansen at [HHansen@western.edu] or mail hard copies to: Dr. Helynn Hansen, *Marginalia*, Dept. of Communication Arts, Language and Literature, Western State College of Colorado, Gunnison, CO 81231.

## 2007 AATF SMALL GRANTS & NATIONAL FRENCH WEEK GRANTS

- Downstate Illinois Chapter - Claudia Hommel Concert
- Greater Kansas City Chapter - Academy of Future French Teachers
- Metropolitan NY Chapter - Annual Gala
- Minnesota Chapter - Cercle de lecture
- New Jersey Chapter - National French Week Concerts
- Northern California Chapter - Carole Fredericks Program
- Pays du Nord Chapter - Quebec Music Concert
- Western New York Chapter - National French Week Program
- Heather Alonso (Central Texas Chapter) - FrancofLte
- Jenny Beltman (Colorado-Wyoming Chapter) - In-Class French Library
- Marie-Magdeleine Chirol (Southern CA Chapter) - NFW Theater Performance
- Donna Czarnecki (Chicago/Northern IL Chapter) - Moliere Than Thou Program
- Samantha Godden-Chmielowicz (Chicago/Northern IL Chapter) - Francophone American Program
- Frédérique Grim (Colorado-Wyoming Chapter) - French for Little Ones
- Mimi Hagedorn (Kentucky Chapter) - School Exchange Visit Activities
- Kristen Hoyt (Georgia Chapter) - After-school French Program
- Madeleine LaJeunesse (Ohio Chapter) - "French-American Relations: They're Closer Than You Think"
- Patricia Moosbrugger (Pays du Nord Chapter) - National French Week Concert of Quebec Music
- Aaron Prevots (Central Texas Chapter) - French through Songs Web site
- Jacqueline Thomas (Central Texas Chapter) - Regional Web site

## UPCOMING AATF CONVENTIONS

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

- Liege, Belgium (July 16-19, 2008)
- San Jose (July 2-5, 2009)
- Philadelphia (July 2010)
- Montreal (July 2011)

# TELEMATICS AND NEW TECHNOLOGIES COMMISSION REPORT

## Survey on Technology for French Teachers

We need your help! The AATF Telematics and New Technologies Commission is requesting your help in completing a short survey to find out how you use technology. The results will help us help you! The survey is located at [www.forl.unt.edu/survey/technology.htm] or click on the link from the TNT Web site: [www.frenchteachers.org/technology/].

## TNT News

Please check out our monthly additions to the Web site: [www.frenchteachers.org/technology/]. We offer a Web site and "idea of the month" as well as something that's just for fun! If you would like to join the commissions, please e-mail the Commission Chair: Lara Lomicka Anderson [lomicka@sc.edu].

## How To Type Accents Absolutely Anywhere!

Are you tired of students sending you e-mail messages without accents? Do you long to be able to type accurate French in any application? You can! Follow these simple steps and you will be able to use accents in absolutely any program on your computer: Excel, PowerPoint, Word processing, e-mail, the Internet, writing Web pages, everywhere!

Do not be overwhelmed! There are a few steps involved and some details, but it's very easy to do and use. My students thank me over and over for showing them.

The secret is to change the settings on your computer. Many people are familiar with typing accents in a Word processing program. One can use the "insert" menu and put them in one at a time or set a shortcut key combination. One can also use "alt" and a number combination for each accent. These are great! But they do not work everywhere and often involve a lot of typing.

We want to change the way the keyboard types: its function. If we change this in the Control Panel (PC) or System Preferences folder (Mac), we change it everywhere on the computer. The exact name of the folders on your system may vary but the concept still holds: change the keyboard function by changing the input language. Here is what to do for all-access accents:

## PC Instructions

1. Go to the "**My Computer**" folder on your desktop. Open it (double click).
2. Find the "**Control Panel**" folder. Open it.
3. Here is where you have to look around a bit because the name of your folder may be different. Again, we need to change the keyboard functions. Newer comput-

ers have a folder named "**Regional and Language Options**." Open it.

4. Under the "**languages**" tab, it will ask if you want to change the language options. Click on "**details**" to do it.
5. Now, under the "**settings**" tab, you want to change the "**default input language**" to "**English (United States)–United States–International**." If you pick "French," it will change your keyboard. American keyboards are "qwerty" because those are the first six letters on the top row of letters. The order of the letters is based on usage. In the Francophone world, most keyboards are "azerty." If you pick "French" then, when you type what you see as the letter "q," you will get an "a." And there are other changes as well. With U.S.-International as the keyboard type, the letters you see are what get typed. But, with easier accent abilities! And, applicable everywhere.
6. Click "**Add**" to add an input language. Put a check in the box for Keyboard layout / IME. Find "**U.S.-International**" from the list under the drop box and select it. Once back to the "Settings" tab, be sure to click "**APPLY**" before clicking "**OK**."
7. You may need to exit a program or restart the computer for changes to take effect. Also, you may notice an icon on the toolbar at the top or bottom of your computer allowing you to change between U.S. and U.S.-International. This way, if there is a problem, check to see if U.S.-International is selected.
8. Now you are ready to type accents anywhere! Use the code explained below.

## Mac Instructions

1. Open up "**Applications**."
2. Open up "**System Preferences**."
3. In the system preferences folder, open up "**International**."
4. There are three tabs at the top. Open up the "**Input Menu**" tab.
5. You want to scroll down and add an input language: Add "**U.S.-International**." If you pick "French," it will change your keyboard. American keyboards are "qwerty" because those are the first six letters on the top row of letters. The order of the letters is based on usage. In the Francophone world, most keyboards are "azerty." If you pick "French" then, when you type what you see as the letter "q," you will get an "a." And there are other changes as well. With U.S.-International as the keyboard type, the letters you see are what get typed. But, with easier accent abilities! And, applicable everywhere.
6. Click on the bottom of the input menu

page that you'd like to show the input language on the menu bar. Now, after you close the windows, you should see a little flag on the tool bar at the top of your screen. If you click on it, it will say "U.S." and "US-International" or any other languages you have selected. Select "U.S.-International" and you're done! Use the code below to type accents anywhere!

## ACCENT CODES

- For the "accent aigu," type the apostrophe key plus the letter: é, Ê, etc. (If you need a real apostrophe, type the apostrophe key and the space bar.)
- For the "accent grave," type the ` key and then the letter: è, à, etc.
- For the "tréma," push control, shift, and the colon key (hold them all down), let go, and type your letter: ê, Ë, etc.
- For the "circonflexe," push control, shift and the number 6 key (hold them all down), let go, and type your letter: â, ê, î, î, ô, û, etc.
- For the "æ" or "œ," push control, shift, and the number 7 key (hold them all down), let go, and type the letter a or o, etc.; æ, Æ, œ, Æ.
- For the "cédille," push control and comma (hold them both down), let go, and type c key: ç, Ç

**Please Note:** All computers have slightly different operating systems. You should be able to apply the principles here to any computer. But, things might be named a little differently and look a little different. Don't panic! Just think about the underlying idea and try the closest equivalent on your computer.

A special thank you to Connie Jones and library staff for their help with the Mac Instructions.

Bon courage!

Gay Rawson  
Concordia College  
[rawson@cord.edu]

**MARK YOUR  
CALENDAR!  
JOIN US IN  
BELGIUM  
IN 2008!**

**Attend the 81<sup>st</sup> annual AATF  
convention as we meet in  
Liège.**

**Join more than 600 col-  
leagues from across the U.S.  
as we celebrate the French  
language and all its cultures.**

# CALENDAR OF EVENTS

**MODERN LANGUAGE ASSOCIATION,** December 27-30, 2007, Chicago, IL. Information: MLA, 26 Broadway, 3<sup>rd</sup> floor, New York NY 10004-1789; Telephone: (646) 576-5000; Fax: (646) 458-0030; Web: [www.mla.org].

**LINGUISTIC SOCIETY OF AMERICA (LSA),** January 3-6, 2008, Chicago, IL. Information: LSA, 1325 18<sup>th</sup> Street, NW, #211, Washington, DC 20036-6501; Telephone: (202) 835-1714; Fax: (202) 835-1717; Web: [www.lsadc.org].

**NATIONAL FOREIGN LANGUAGE WEEK,** March 2-3, 2008.

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES,** March 6-8, 2008, Dearborn, MI. Information: Patrick T. Raven, Executive Director, CSCTFL, 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].

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA),** March 23-28, 2008, New York, NY. Information: AERA, 1230 17<sup>th</sup> Street, NW, Washington, DC 20036-3078; Telephone: (202) 223-9485; Fax: (202) 775-1824; Web: [www.aera.net].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL),** March 27-29, 2008, New York, NY. Information: Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; Telephone: (717) 245-1976; E-mail: [nectfl@Dickinson.edu]; Web: [www.nectfl.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES,** April 2-5, 2008, New York City, NY. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314; Telephone (703) 836-0774; Fax: (703) 836-7864; E-mail: [conventions@tesol.org], Web: [www.tesol.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT),** April 3-5, 2008, Myrtle Beach, SC. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; Telephone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.net].

**OHIO FOREIGN LANGUAGE ASSOCIATION,** April 3-5, 2008, Cincinnati, OH. Information: [www.ofla-online.org].

**INTERNATIONAL READING ASSOCIATION,** May 4-8, 2008, Atlanta, GA. Information: International Reading Association, Headquarters Office, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; Web: [www.reading.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH,** July 16-19, 2008, Liege, Belgium. Information: Jayne Abrate, Executive Director, AATF Headquarters, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [www.frenchteachers.org].

**MEMBERSHIP DRIVE**

*The AATF is launching a three-year membership campaign! See the announcement on page 15 for information concerning the 3-for-1 offer for a year's free membership.*

**CONVENTION INFORMATION**

- ◆ Registration - January Bulletin
- ◆ Travel & Hotel - pages 24-25
- ◆ Academic Credit - January Bulletin
- ◆ Convention Highlights - pages 24-25
- ◆ Excursions - pages 24-25

All information is posted on the AATF Web site as it becomes available:  
**[www.frenchteachers.org]**

## FRENCH ADVOCACY IN A NUTSHELL

The AATF now has a Commission on Advocacy to defend your French program, whether you are a member or not.

We have a Web site to explain our goals and objectives entitled Ideas for French Language & Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml] with a number of state-specific Web sites and informational databases linked to it.

**What do we do?** We work with you to develop a group of local and state allies (at school, in business, in the local and state political scene, among parents, etc.). We help you develop a corpus of local-specific knowledge and give you state-specific reasons why French is important. Among these allies, in most cases we can put you in contact with a chapter advocacy team.

**What kind of knowledge do we offer?** Recent economic, demographic, historical knowledge about your state that can be openers with power brokers or part of a winning argument in a debate. We offer the addresses of valuable contacts from consulates, state supervisors, your state's AATF chapters, regional chapters of the *Alliance française*, and many more.

**What else will we do?** We will help you create a game plan, and then play an appropriate role in its execution.

Though we cannot guarantee to thwart the bad guys, we can be your best chance to save a good program, provided you let us know early enough. Of course, AATF members receive regular news of what we are doing through our paper publications and on our Web site [www.frenchteachers.org].

Tennessee Bob Peckham  
Chair, Commission on Advocacy  
E-mail: [bobp@utm.edu]

**NEW! LAISSEZ LES BONS TEMPS ROULER!**

Due to popular demand, we have decided to continue producing the Baton Rouge convention T-shirts. The design is white on royal blue. A limited number of bags are also available with the same design. Price includes shipping and handling.

\_\_\_\_\_ T-shirts x \$13    \_\_\_ M \_\_\_ L \_\_\_ XL

\_\_\_\_\_ T-shirts x \$14    \_\_\_ XXL

\_\_\_\_\_ Bags x \$10 each



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

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

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

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

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



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### REMINDER: IMPORTANT DEADLINES AND DATES

- Dec. 1      Deadline for submissions for the AATF convention in Liege (see pages 3, 24-25)  
              Deadline for nominations for AATF Administrator of the Year Award (see page 41)
- Dec. 8      Deadline for receipt of applications for ASFAP Scholarship (see page 5)
- Jan. 8      Deadline for applications for AATF Leadership Program (see page 13)
- Feb. 1      Deadline for nominations for the Ludwig Excellence in Teaching Awards (see page 14)  
              Deadline for nominations for the ISE Language Matters Award (see page 12)  
              Deadline for applications for the AATF Summer Seminar in Belgium and Switzerland (see page 13)
- Mar. 1      Deadline for AATF Summer Scholarship applications (see page 27)  
              Deadline for applications for AATF Small Grants (see page 20)
- Mar. 31     Deadline for reservations for the 2008 Liege convention (see pages 24-25)
- Mar. 15     Deadline for AATF Walter Jensen Scholarship applications (see page 41)  
              Deadline for submissions for the ACQS Biennial Conference (see page 45)
- July 16-19    AATF Convention in Liege (see pages 24-25)
- Aug. 1      Deadline for submissions for the 2009 special issue on pedagogy of the *French Review* (see page 28)

**2008  
National  
French Contest  
Dates  
Elementary School:  
February 18 - 27  
Middle/High School:  
March 1-23**

**Central States  
Conference on the  
Teaching of Foreign  
Languages  
Dearborn, MI  
March 6-8, 2008  
[www.centralstates.cc](http://www.centralstates.cc)**