

NATIONAL BULLETIN

Volume 37, No. 2 November 2011



DANS CE NUMÉRO:

Lisez attentivement les mots de Son Excellence l'Ambassadeur de France aux USA François Delattre. Son message offre un outil important pour convaincre administrateurs et conseillers scolaires de l'importance de l'étude du français. Diffusez ce document aussi largement que possible.

Commissions

Les Commissions de l'AATF produisent des documents qui pourraient s'avérer utiles pour les professeurs. La Commission pour la Promotion du français envisage un manuel pour la promotion du français par le cinéma (voir page 12). Les membres de la Commission sur la Technologie nous offrent régulièrement des articles décrivant l'utilisation de différents

outils dans la salle de classe (page 31). Finalement, la Commission pour la Défense du français organise non seulement des réponses immédiates aux menaces, mais le Président nous livre ses pensées sur la situation actuelle dans les universités (page 35). Veuillez noter aussi quelques changements dans la structure et l'organisation de toutes les commissions (page 12).

Activités des chapitres

Tout aussi actifs sont les chapitres de l'AATF. Le chapitre de Virginie vient de lancer un projet de développement de manuels pour l'exploitation des courts métrages dans la salle de classe (page 28). Le chapitre de Kansas City organise depuis plusieurs années l'*Academy of Future French*

Teachers (page 33). Nancy Blais, 2011 *Leadership Fellow* nommée par le chapitre du Pays du nord, présente ses expériences dans la promotion du français dans les *feeder schools*.

Activités pour la salle de classe

Comme d'habitude, nous essayons de publier des activités d'une utilité immédiate. Les rubriques, *Salut les jeunes!* (page 21) et *Classroom Activity* (page 25), donnent aux membres l'occasion de partager des activités testées dans la salle de classe.

Prix, bourses et concours

L'AATF reconnaît chaque année de nombreux membres pour leur excellence dans la salle de classe (*Ludwig Teacher Awards*—page 15, *ISE Language Matters Award*—page 37), des élèves (*Outstanding Senior*—page 23) et un administrateur (page 20).

Index

2012 Future Leaders Fellowship	
Program Application	2
AATF Executive Council	7
Ambassador's Letter	8
AATF Commissions	11
Promotion Commission Cinema	
Project	12
Commission Reorganization	12
In Memoriam	15
Excellence in Teaching Awards	15
World Speaks French Materials	16
Jensen Study Abroad Scholarship	18
AATF Future Leaders Report 2011	19
Outstanding Administrator Award	20
<i>Salut les jeunes!</i>	21
Outstanding Senior in French Award	23
Language in the Shadow Emerges	24
Classroom Activity: Travels with	
Toqueville	25
Using Film Shorts in the Classroom	28
AATF Summer Scholarships	29
Updating Students' E-portfolios	31
Academy of Future Teachers	33
ASFAP Scholarships	34
Video Project with U.S. State Dept.	34
<i>Langue d'antan, langue d'avenir</i>	35
ISE Language Matters Award	37
AATF Materials Center	38
FLES* Poster Contest	39
AATF Small Grants	40
2012 Book Club	43

Voir aussi l'annonce des prix offerts par la *Modern Language Association* (page 12), les bourses d'été pour professeurs (page 29), pour un étudiant (*Jensen Scholarship*—page 18) ainsi que les bourses offertes par l'*American Society for the French Academic Palms*, à laquelle bon nombre de membres de l'AATF adhèrent (page 34). Le *FLES* Poster Contest* (page 39) vise les enfants des niveaux primaire et collégial. Finalement, le *Future Leaders Fellowship Program* (pages 2, 19) fournit aux membres l'occasion de développer leurs compétences de leader et aux chapitres d'identifier et de soutenir les futurs responsables.

Délectez-vous dans ces pages et profitez de tout ce que l'AATF vous propose.

TEACHERS WE WANT YOU! PRESENT YOUR IDEAS

Come to Chicago for the AATF 2012 Convention to share your clever ways of presenting French grammar that were so much fun that your students did not realize they were learning grammar! Tell us about the play your students wrote and presented during National French Week. Let us know how you entice students to learn vocabulary and use it to communicate their own thoughts and ideas. How did you accomplish these miracles so that your students adore French class? These and similar ideas are what your colleagues want to hear about in Chicago.

Submit your proposal on-line at [www.frenchteachers.org].

THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 3rd & 4th, 2012

Where: Intercontinental Hotel, Chicago

Proposed Schedule:

July 3: Afternoon arrival/Working Dinner/ Evening Session

July 4: Breakfast/Lunch/Leadership sessions. Randa Duvick, former Region V Representative, and a team of AATF leaders are planning and will facilitate the day-long workshop. Evening Reception with AATF Executive Council.

July 5: Introduction of Fellows at Opening Session of Chicago Convention.

July 5-8: Fellows attend Convention in Chicago.

Application Process: Each AATF Chapter may nominate one candidate who has been a member for at least three consecutive years and is willing to serve as a chapter officer in the future. The Chapter must be willing to contribute to the cost of lodging (double occupancy) and meals for the candidate. Chapters should budget approximately \$200-\$400, the exact amount to be determined by the size of the chapter and chapter resources. The application form can be found at [www.frenchteachers.org/hq/leadership.htm].

Each candidate should address the following topics: (1) Describe your past

and current involvement with the AATF; (2) Describe the ways in which you would like to provide leadership within your AATF Chapter or at the national level; and (3) Describe why your participation in this program would be valuable to you and to your AATF Chapter.

Time Line:

December 15, 2011: Deadline for fellows Applications

February 2012: Announcement of fellows selected and alternates

Requirements for Applicants:

1. Must be willing to attend the entire AATF convention in Chicago.
2. Must be a member of AATF for at least three years.
3. Must be willing to join the board of the local AATF chapter and serve as an officer at a later date.
4. Must write an article for a state newsletter and present a session at a state conference.

The AATF will waive the cost of registration for the Chicago convention and will reimburse two nights hotel accommodations (double occupancy) during the Leadership Program. The cost of meals during the Program will also be covered by the AATF. Direct questions to [randa.duvick@valpo.edu] or [mmesunderland@frenchteachers.org].

AATF NATIONAL BULLETIN
Volume 37 Number 2 (November 2011)

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2700 Ashland Avenue at Victory Parkway, Unit 22, Cincinnati, Ohio 45206; e-mail: [nbeditor@frenchteachers.org]. Correspondence and manuscripts should be sent to the editor at this address.

The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Periodicals postage paid at the Carbondale, IL Post Office. Office of Publication: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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

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

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

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

MESSAGE FROM THE PRESIDENT

Chers amis et collègues,

C'est presque la fin de la belle saison d'automne, la saison de "beaucoup de feuilles." J'espère que votre année scolaire se déroule bien et que vos élèves et étudiants profitent de tous vos efforts. Que la Semaine du Français ait été un succès dans votre établissement et votre communauté!*

Chicago, Chicago... July 2012

Images and songs about Chicago run through my mind as the planning begins for our 2012 convention. We are already hard at work to organize this annual meeting to be held in the Intercontinental Hotel on Michigan Avenue from July 5-8. I hope that you will save these dates in order to participate in what promises to be an extraordinary opportunity for our members to network, to present, to speak French, to learn, to enjoy. On a recent visit to Chicago, Jayne Abrate and I met with Robin Jacobi, President of the Chicago/Northern Illinois Chapter and other members of the Local Committee. Robin and her team are very knowledgeable about the numerous opportunities available in this beautiful American city. They are excited and willing to work hard in order to provide all attendees with a fantastic stay in Chicago. The Intercontinental Hotel, in an historic building that has been beautifully restored, will lend itself well to the various activities of our convention. The larger meeting spaces are spectacular, the meeting rooms are uniquely interesting, and the sleeping rooms are comfortable and luxurious.

Past AATF conventions have been enriching experiences for our attendees, providing a wide variety of sessions, enjoyable excursions, as well as an occasion to meet old and new friends. Chicago is easy to access; the hotel is beautiful, centrally located, and reasonably priced. In addition, our members are friendly and outgoing, so even if you attend alone, you will meet like-minded colleagues with whom you have much in common. The theme of this year's convention is "Le Français au bord des Grands Lacs." Please consider presenting a session. The deadline for submission of proposals on-line is **December 15, 2011**. I look forward to meeting many of you in Chicago, an exciting and vibrant city on the shores of Lake Michigan!

Future Leaders Fellowship Program renewed for 2012

One of the goals of my presidency has been to inaugurate and sustain a leader-

ship initiative for future chapter officers. Randa Duvick, former Region V Representative, organized our first Future Leaders Fellowship Program at the Montreal convention with a group of 12 dedicated individuals. All reports indicate that this leadership seminar was a great success. The Executive Council was involved from the beginning, meeting with the participants and presenting sessions during their seminar. Participants also attended the convention, many for the first time. It was an outstanding opportunity for both the participants and the AATF chapters whose members were chosen to participate. The Executive Council voted to continue this initiative in 2012 at the Chicago convention. Randa Duvick has agreed to organize the second Future Leaders Fellowship Program which will take place on July 3 and 4, 2012. The format will be similar to what was presented in Montreal. This is such a wonderful opportunity for chapters to identify new leaders and provide them with a unique and beneficial experience. Please read Randa's article on page 19. Chapter officers, be sure to encourage a member from your chapter to apply. Please note that the application deadline is **December 15, 2011**. This is an opportunity not to be missed.

Changes to Commissions

There exist several avenues for our members to become more involved in the AATF, whether at the local or national level. Locally, members can serve as chapter officers or National French Contest administrators, and thus help to provide interesting opportunities designed for teachers in the surrounding area. Nationally, there are also opportunities to become more involved. One is by serving as a commission chair or becoming a member of a commission. Last spring, I asked Vice-President Will Thompson to head a committee to study the structure of commissions and revamp it to better meet the needs of our members. Serving with Will on this committee are Vice-President Madeline Turan and Region IX Representative Ann Williams, as well as Executive Director Jayne Abrate and me. The committee has proposed a three-year plan to reorganize the commissions. Each commission chair, during his or her tenure, will be expected to formulate and complete a project that will benefit the AATF membership. This project, to be completed with the aid of commission members, is a key aspect of



the new structure.

Two longtime Commission Chairs, Marie-Christine Koop, Commission on Cultural Competence, and Harriet Saxon, Commission on FLES*, have recently indicated their desire to step down. Their work as commission chairs is truly appreciated. They both served long and well. Their numerous projects, which included seminars, publications, sessions at AATF and ACTFL conventions, were due to their outstanding leadership as well as excellent and committed commission members. They serve as an inspiration and a model to all those who aspire to lead a commission. Please read about these changes on page 12 and consider applying to serve as a commission chair. Perhaps you have an idea for a project that would be beneficial for our members or you have noticed a gap in our offerings to members. This is a great way to become more involved and to contribute in a meaningful way to the AATF and to your fellow French teachers.

Advocacy in my home district

Late last spring I learned that the French program in a local high school was threatened with elimination. I dedicated most of my career to the French program at Truman High School in the Independence, MO School District. When I first arrived at Truman, its French program was in trouble, while the program at its sister high school was thriving. During the intervening years, I stayed at Truman and built a stellar program. Meanwhile down the road, ten teachers came and went in that thirty year span. When the most recent teacher resigned to raise a family, the administration decided to terminate the program. They cited low enrollment as the major factor for this program change. I decided to advocate for the reinstatement of the French program, feeling that as President of the AATF, I could do no less. I consulted the Advocacy Wiki and the Advocacy Depot that the AATF maintains on its Web site. I gathered brochures published by the AATF as well as other relevant information, including a "Missouri Needs French" fact sheet developed

by Susie Hennessy adapted from Tennessee Bob's Advocacy Depot. I had the support of current and former teachers in the Independence School District. Even though it took some time, I worked through the chain of command to finally meet with the Assistant Superintendent in charge of secondary programs. We had a fruitful and positive discussion. At the end of our meeting, he indicated that I had enlightened him about the importance and vitality of the French language. It became apparent during our discussion that he was very interested in the usefulness of French, in Missouri and in the world, especially from a business standpoint. I quoted many of the facts that we all know concerning French and its place in the world. However, I did not have specific data on the importance or usefulness of French.

Recently I learned about a study completed by Bloomberg. Languages were ranked according to their usefulness for business purposes. The ranking was based on the number of speakers in the world, the number of countries where the language is official, along with those nations' populations, financial power, and educational and literacy rates. I was very pleased to learn that French is rated third in the world according to these criteria, higher than either Spanish or Arabic. Of course, when the number of speakers is a factor, Chinese and English are the

first two languages in the ranking. But the fact that French is the third most important language for business in the world, coupled with the fact that it is much easier to learn than Chinese, make a strong case for the retention of French programs.

To continue my story, the Independence School District did hire a qualified French teacher to maintain the program, at least for the short term. This new teacher, a former student of mine, must grow the program for it to continue. She is enthusiastic and willing to work hard, so I am hoping for the best. I learned several lessons from this experience. The use of AATF materials and programs are vital for the success of such an endeavor. Working through the chain of command in the district hierarchy is very important, and thus one must have time to do that. Lastly, as a retired teacher, I had nothing to lose. I could contact school board members, the media, and other relevant parties as a taxpayer and a voter without fear of reprisal or losing my job. If you think that your program might be in jeopardy, consider contacting a local retired teacher who has the time and the contacts to help you save your program. It just might make a difference in the final outcome.

Lessons simple but effective

I opened this letter with a reference to my favorite season and the enjoyment

of beautiful falling leaves everywhere. During my many years in a secondary classroom, I tried to find simple but effective ways to reinforce grammar and vocabulary lessons. One of my beginning students' favorites was a simple poem that we learned for several reasons. It reinforced adjective agreement, the correct pronunciation of a very difficult word, appropriate prepositions with the seasons, as well as the correct usage of terms of quantity. I would venture that some of my students still remember this short poem that relates the passage of the seasons in a simple way.

*LES SAISONS

Au printemps, petites feuilles
En été, grandes feuilles
En automne, plein de feuilles
En hiver, plus de feuilles.

I would like to thank Hélène Sanko and Davara Potel who presented this and other simple poems at the 2003 Central States Conference in Minneapolis. *Merci à ces professeurs et à tous les intervenants de tous les congrès qui ont partagé leurs idées avec leurs collègues. Les congrès sont tellement enrichissants; profitez-en à Chicago en juillet 2012!*

Ann Sunderland

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UNITED STATES POSTAL SERVICE® (All Periodicals Publications Except Requester Publications)

Statement of Ownership, Management, and Circulation

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

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

3. Filing Date: **9/30/11**

4. Issue Frequency: **4 TIMES/YR (SEPT, NOV, JAN, APR)**

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

6. Annual Subscription Price: **\$55/65 (Domestic/Foreign)**

7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®):
**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, MAILCODE 4510
SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, IL 62901**

8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer):
AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, MAILCODE 4510, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, IL 62901

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank):
Publisher (Name and complete mailing address):
AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, MAILCODE 4510, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, IL 62901
Editor (Name and complete mailing address):
JANE BLACK GOEPFER, 2700 ASHLAND AVE, SUITE 22, CINCINNATI, OH 45206
Managing Editor (Name and complete mailing address):
N/A

10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)

Full Name	Complete Mailing Address
AMERICAN ASSOCIATION OF TEACHERS OF FRENCH	MAILCODE 4510, SOUTHERN ILLINOIS UNIVERSITY CARBONDALE, IL 62901

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box ☒ None

Full Name	Complete Mailing Address
-----------	--------------------------

12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one):
☒ Has Not Changed During Preceding 12 Months
☐ Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)

PS Form 3526, September 2007 (Page 1 of 3) (Instructions Page 3) PSN 7530-01-000-9931 PRIVACY NOTICE: See our privacy policy on www.usps.com

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

14. Issue Date for Circulation Data Below: **APRIL 2011 (VOL 36, NO 4)**

15. Extent and Nature of Circulation

Average No. Copies Each Issue During Preceding 12 Months		No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies (Net press run)		8625
(1) Mailed Outside-County Paid Subscriptions (Based on PS Form 3541) (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	7333	7904
(2) Mailed In-County Paid Subscriptions (Based on PS Form 3541) (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	6	6
(3) Paid Distribution Outside the Mails (Including Sales Through Carriers and Counter, Street Vendors, Counter Sales, and Other Paid Distribution Outside USPS®)	0	0
(4) Paid Distribution by Other Classes of Mail Through the USPS (e.g., First-Class Mail®)	594	597
c. Total Paid Distribution (Sum of 13b(1), (2), (3), and (4))		7933
d. Free or Nominal Rate Distribution (Sum of 13b(1), (2), (3), and (4))		8607
(1) Free or Nominal Rate Outside-County Copies Included on PS Form 3541	0	0
(2) Free or Nominal Rate In-County Copies Included on PS Form 3541	0	0
(3) Free or Nominal Rate Copies Mailed at Other Classes Through the USPS (e.g., First-Class Mail®)	25	25
(4) Free or Nominal Rate Distribution Outside the Mail (Carriers or other means)	0	0
e. Total Free or Nominal Rate Distribution (Sum of 13d(1), (2), (3), and (4))		25
f. Total Distribution (Sum of 13c and 13e)	7958	8632
g. Copies not Distributed (See Instructions to Publishers at page 833)	696	468
h. Total (Sum of 13f and g)	8656	9000
i. Percent Paid (13c divided by 13h times 100)	99.66%	99.71%

16. Publication of Statement of Ownership
☒ If the publication is a general publication, publication of this statement is required. Will be printed in the **DECEMBER 2011** issue of this publication.
☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner: **Jayne Abrate** **EXECUTIVE DIRECTOR** Date: **10/5/11**

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PS Form 3526, September 2007 (Page 2 of 3)

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Rendez-vous avec Son Excellence l'Ambassadeur de France

Lors du passage à Washington de la Présidente Ann Sunderland et moi pour l'Assemblée des délégués de JNCL/NCLIS en mai, nous avons eu l'honneur d'un entretien avec le nouvel ambassadeur de France, Son Excellence François Delattre. Monsieur l'Ambassadeur nous a généreusement accordé plus d'une heure d'entretien où nous avons évoqué la situation de l'enseignement du français, les effets de la crise budgétaire et les problèmes de maintien de programmes entre autres. Nous avons trouvé un interlocuteur avisé, engagé et ouvert et nous espérons poursuivre et renforcer la collaboration étroite qui a toujours existé entre l'AATF et la France.

Un des résultats de cette réunion est la lettre de l'Ambassadeur que vous trouverez à la page 8. Nous avons réfléchi longuement avant de décider que la lettre devrait être en anglais. Bien sûr que les membres de l'AATF préféreraient lire ses mots en français. Pourtant, lorsque nous avons les paroles d'une personne si influente, nous avons pensé au plus grand public de décideurs que vous devez convaincre tous les jours de l'importance du français et, pour cette raison, nous avons opté pour l'anglais. Prenez cette lettre et diffusez-la auprès de vos administrateurs, de vos conseillers scolaires et des parents d'élèves actuels et potentiels.

Plus récemment j'ai eu l'occasion de faire la connaissance de Monsieur Jean-Claude Duthion, à peine une semaine après son arrivée à Washington où il reprend les rênes laissées par Catherine Pétilion. Nous avons eu une conversation franche et enthousiaste, et je me réjouis de pouvoir travailler avec lui. Il sera présent au congrès d'ACTFL, et je vous invite à lui parler et à vous présenter comme membre de l'AATF.

Projet avec le Département d'état

Comme nous avons communiqué dans un mél récent, l'AATF vient de signer un accord de coopération avec le Département d'état américain (U.S. Department of State) pour un projet de développement de vidéos YouTube afin d'engager la communication en français avec le monde francophone au sujet de la culture et de la société américaines. Lisez l'annonce à la page 34 et le texte complet des instructions sur le site Web

[www.frenchteachers.org/hq/Studentinstructionsforvideopromptsproject.pdf]. Les étudiants âgés de 18 ans ou plus peuvent y participer. Depuis le début, la Présidente et moi avons tout de suite compris l'importance pour chaque professeur de français de cette reconnaissance publique de la part du gouvernement américain.

Renouvellement et recrutement



De g. à dr. Secrétaire générale Jayne Abrate, Son Excellence l'Ambassadeur de France, Présidente Ann Sunderland

Tous ceux qui reçoivent ce numéro du *National Bulletin* ont dû recevoir en septembre un rappel de cotisation. Nous vous invitons à le renvoyer le plus rapidement possible. Avec presque 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 l'envoyer 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. Les frais de poste pour un seul numéro montent à plus d'un dollar, sans compter le travail nécessaire pour préparer chaque envoi. Bref, cela coûte quatre ou cinq fois plus cher d'envoyer un *Bulletin* individuel après l'envoi initial.

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% des frais de cotisation. Si vous recrutez deux nouveaux membres, vous aurez votre cotisation gratuite pour un an (voir page 40). Nous vous demandons de nous envoyer les noms que vous repérez de tous ceux qui travaillent dans l'enseignement du français. Nous essayerons de les recruter. Envoyez-nous les

programmes des congrès auxquels vous assistez où il y a des intervenants qui parlent du français. Nous communiquerons directement avec eux.

De plus en plus de programmes sont menacés suite à des crises budgétaires. Personne n'est à l'abri. Contactez vos collègues, renseignez-vous sur des mesures à entreprendre avant qu'une menace ne se concrétise. Nous entendons parler de

la disparition de programmes du niveau primaire jusqu'à l'université. Nous dépendons tous les uns des autres. Plus il y a de programmes avant le lycée, mieux se portent les programmes secondaires. Si les programmes universitaires disparaissent, d'où viendront les professeurs pour nous remplacer? Si les programmes secondaires sont menacés, d'où viendront les étudiants futurs? Il faut que nous nous montrions solidaires avec nos collègues en difficulté, quel que soit le niveau, et il ne faut négliger aucune occasion pour faire de la promotion du français.

Calendrier francophone

Cette année l'AATF a produit son troisième calendrier francophone grâce aux photos contribuées par nos membres. C'est un calendrier de 16 mois, donc parfait pour l'année scolaire ou calendrier. Vous pouvez en commander un en renouvelant votre cotisation pour 2012, par notre *On-Line Store* [www.frenchteachers.org] ou en utilisant le formulaire (page 27). Pensez-y aussi pour des cadeaux ou des prix. Si vous avez des photos à contribuer pour de futures éditions, envoyez-les à [abrate@siu.edu].

Congrès de Chicago

Nous pourrions bientôt annoncer tous les dispositifs du congrès de Chicago (voir page 20). Vous pouvez soumettre des propositions pour des sessions ou des ateliers jusqu'au **15 décembre** [www.frenchteachers.org]. Nous afficherons plus de précisions sur le site Web dès que nous aurons les détails. Il y aura une excursion post-congrès, des activités en parallèle du congrès ainsi qu'un programme de qualité. L'hôtel Intercontinental se situe sur *Michigan Avenue*. C'est un bâtiment historique, construit en 1929, abandonné pour un temps dans les années 1930s, ensuite modernisé et aujourd'hui restauré à sa gloire originale. Faites une visite virtuelle de l'hôtel à

[www.icchicagohotel.com/history/index.cfm]. Préparez-vous pour une aventure historique, culturelle et professionnelle.

Technologie

Depuis plus de 25 ans maintenant, l'AATF comprend l'importance de la technologie pour l'enseignement tout aussi bien que pour la santé de notre association. Je vous invite à explorer le site Web et notre magasin en ligne et à profiter d'autres forums de communication que l'AATF vous offre: chaîne YouTube (AATFrench), page Facebook (AATFrench), page Twitter (AATFrench), *chat* mensuel (voir page 36), wiki (voir page 24) et bientôt un blog. Sur le site Web [www.frenchteachers.org], vous trouverez toutes les archives du *National Bulletin* et des congrès depuis 1998. *La French Review* a maintenant un site réactualisé et augmenté de liens utiles.

Société honoraire de français

Après plusieurs années de travail pour l'AATF et une année comme Secrétaire de la Société honoraire du français, Amy Hanson nous a quitté pour travailler dans le département de théâtre de son université dans le Michigan où elle enseigne également le français. Pendant l'été nous avons publié une annonce et reçu plus de 70 dossiers de candidature pour la remplacer.

Après quelques semaines de réflexion et d'interviews, nous sommes heureux d'annoncer que Jessica Nelson a accepté le poste. Jessica vient de passer une semaine de formation à Carbondale et travaille maintenant avec nous à distance. Originaire de l'état de New York, elle habite à Binghamton. Diplômé d'une maîtrise de l'Université de Syracuse, elle a passé une année à Bordeaux et a fait un stage dans un centre de thalassothérapie à Banyuls. Elle occupera la fonction de Secrétaire de la Société honoraire de français et sera responsable également des abonnements institutionnels, des expositions lors du congrès annuel et du recrutement. Nous lui souhaitons la bienvenue à l'AATF!

Il est difficile à croire que nous touchons déjà à la fin de l'année 2011. Le français a subi bien des assauts récemment. Profitez de tout ce que l'AATF 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. Je vous encourage à rester vigilants pour protéger les programmes de français et pour promouvoir l'implantation de nouveaux programmes chaque fois que l'occasion se présentera.

Jayne Abrate

Secrétaire générale

AATF Twitter at www.twitter.com/AATFrench

2011 NATIONAL FRENCH CONTEST ADMINISTRATORS OF THE YEAR

SMALL CHAPTER

Dr. Bonnie Youngs, National French Contest Administrator for the Western Pennsylvania AATF Chapter, is a Teaching Professor of French & Francophone Studies (FFS) at Carnegie Mellon University in Pittsburgh, PA and teaches the range of the curriculum, elementary through major/minor courses. This year, the Department of Modern Languages added an M.A. in Applied Second Language Acquisition, and she is thrilled to teach courses in the new program and be a part of "making future language teachers." Dr. Youngs is also the coordinator of the FFS group and takes on many advising responsibilities for the department. She took on the job of Contest Administrator for the *Grand Concours* so many years ago that she can't remember, but it has been at least 10 years, when materials were sent by snail mail instead of e-mail! Taking over from Dr. Sylvie Rockmore was a daunting task, but with Dr. Rockmore's help, the transition was relatively smooth. Dr. Youngs thanks all of "her teachers" for making the administration of the *Concours* a pleasure. "It's terrific to work with all these dedicated teachers. And seriously, without them, where would the *Concours* be?"



LARGE CHAPTER

Dr. William Thompson is Associate Professor of French and Assistant Dean in the College of Arts and Sciences at The University of Memphis. He is also currently serving his second term as Vice-President of the AATF (2009-2011). He obtained his Ph.D. from Cornell University in 1989. His areas of specialization include 19th- and 20th-century French literature, contemporary French culture, and business French. Dr. Thompson is Secretary of the Tennessee Foreign Language Teaching Association (TFLTA) and is a past recipient of that association's Jacqueline Elliot Award for Excellence in Higher Education. He is also a board member and Past-President of the *Alliance française de Memphis*, and National French Contest Administrator of the Tennessee AATF Chapter.



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Congrès annuel de l'AATF du 5 au 8 juillet 2012

LETTER FROM THE AMBASSADOR

*Ambassade de France
aux Etats-Unis*

L' Ambassadeur

Washington, October 26, 2011

Madame, Monsieur, French Teachers and Members of the AATF,

When the Executive Director of the AATF, Jayne Abrate, asked me to address you directly in the pages of your review, I was grateful for the opportunity to speak to you as the Ambassador of France, newly arrived in the United States. I would like to express to you my deepest admiration for your sometimes difficult work and above all, thank you for your commitment to the service of the French language.

I came to the U.S. from your neighbor to the north, Canada, where French enjoys a privileged place in society thanks to its status as the country's second official language. I therefore recognize the capital importance of your role in the U.S. that allows French to remain the second most taught language in American schools and universities.

The 9,000 members of the AATF form the most powerful association of French teachers in the world, and of this, you should be proud. That said, the AATF is remarkable not just for its membership statistics, but above all, for the supreme dedication shown by its members. You tirelessly defend the cause, explaining why French matters to education professionals, language supervisors, school principals, guidance counsellors and parents alike.

Defending French at a time when language classes are constantly under threat of disappearing... Helping the language come to life by making it loveable, approachable, captivating... These are immense tasks that require enormous amounts of talent, creativity, energy and enthusiasm!

In this regard, I hope that the friendly atmosphere that currently presides over the relationship between our two countries, the United States and France, will entice more people to want to learn French. The atmosphere for promoting the French language has rarely been so favorable.

Sharing common values at the heart of our national identities, the United States and France are engaged side by side in Afghanistan, Libya, the Balkans, and the African Sahel. Our nations stand at the forefront of the fight against terrorism and together are supporting the sparks of democracy currently transforming the Middle East.

A similar exceptional joint effort is being manifested in the economic arena. The United States is France's first commercial partner outside of the European Union. Subsidiaries of French companies in the U.S. support over 650,000 jobs, while American businesses employ a nearly equivalent number of workers in France (over 600,000) according to the U.S. Department of State. This is why our two countries must work together to confront the major problems of the international financial crisis by searching to find common solutions in order to improve global economic governance. This effort will be demonstrated at the G20 Summit in Cannes which will take place, under French chairmanship, on November 3rd and 4th.

In this encouraging context, the collaboration between the French Embassy's Cultural Services and the AATF has renewed momentum that must be further reinforced.

Under the leadership of the Attaché for Educational Affairs, Catherine Pétilion (recently succeeded by Jean-Claude Duthion), our Cultural Services, with branches across the United States, have contributed over the course of the last five years to the development of several programs that complement and support the AATF's activities and goals.

- The World Speaks French campaign, led with tenacity and an innovative spirit since 2006 by the AATF and our services, is a prime example of the success of our collaboration. We need only look to see that further development of content and communication materials could bring even more efficiency and success to the campaign in the future.

- The 15 partnership agreements signed to date between French educational authorities and American Departments of Education have provided the contractual framework for school pairings and have facilitated the development of exchanges between students

and teachers. These agreements must be reinforced.

- Aside from offering grants for teachers to participate in 15-day pedagogical training sessions in France, our services will be working to increase the number of local “summer universities” that offer high-quality pedagogical training sessions in the U.S. for French teachers. These “universities” offer participants the opportunity to share their knowledge with each other and to have the experience of true linguistic immersion in French.

- 1,450 young Americans depart for France each October to teach English to French elementary and secondary school students for 7 months. These American teaching assistants make up the largest contingent by far of foreign teaching assistants in France. Our services will offer better support to these young Americans to help them make the most of their remarkable experiences in France in hopes that they will become valuable ambassadors for the French language and culture upon their return.

Other new projects will be launched in 2012 :

- The Cultural Services of the French Embassy have begun an extensive overhaul of their website. The new site, to be launched before the summer of 2012, will include an expanded, user-friendly educational platform.

- An effort to support immersion and bilingual classes and programs in schools, which play a pilot role in the field of language teaching, will soon be launched in the form of a call for proposals.

In a language marketplace that becomes more competitive by the day, it is up to us to highlight the value of the French language in the world. The political and economic values shared by our two countries, the cultural spirit of France for as long as it showcases the vitality of contemporary young artists, the linguistic proximity of French and Spanish that makes our language all the easier to learn, the essential asset that the ability to speak French for success in a globalized economy represents, the growing importance of the Francophone world in the 21st century that gives French a special status alongside English and Spanish as a language of diverse cultural expression...for all of these reasons, we must work together to promote the teaching of the French language.

On behalf of France, I would like to extend my sincere thanks to you, the teachers and members of the AATF, for your unwavering commitment to a profession and a calling that demands a high level of passion and dedication, and I also thank you for the hard work you put in every day to give your students a taste of the French language and to encourage other students to join their ranks.

I wish you all the best for a successful school year.



François Delattre



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 \$.44 for 4 or \$.61 postage for 8 flyers)

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 \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.

*Prices valid until 12/31/2011

Quantity (all prices cover first class postage & handling)

Cost



_____ Help Wanted

_____ French By the Numbers

_____ French is Not a "Foreign" Language

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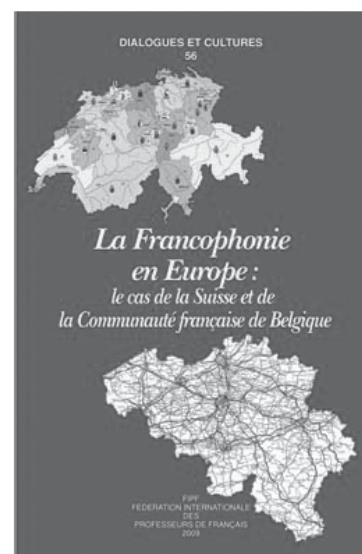
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From the AATF Commission on Cultural Competence: A new volume on Switzerland and Belgium

La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique

Special issue of *Dialogues et Cultures* (Nr. 56, 2010), journal of the Fédération Internationale des Professeurs de Français (FIPF). Marie-Christine Weidmann Koop, guest editor.
ISSN 0226-6881. Pp. 190.

May be ordered from the AATF Materials Center at
<http://www.frenchteachers.org/hq/materials/material.htm>



CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2012-2014, as Chairs of the AATF Commissions on Cultural Competence, FLES*, High Schools, and Professional Teacher Standards. Following extensive study, numerous changes are being instituted in the structure and function of the Commissions.

To remain active, a commission must pursue a project approved by the President and under the leadership of a Chair. All chairs must submit a proposal, even current chairs. At this time, the chairs of the FLES* and Culture Commissions have indicated a desire to step down. A project must (1) directly benefit members; (2) result in a concrete product, publication, or service; (3) address the Commission's objective(s) (see below); (4) include a promotional component; (5) include a multiplier effect; (6) address the who/what/when/how of the project with a timeline for completion; (7) be one to three years in length; and (8) include a budget (if required). Project proposals should be two to three pages long.

Commission Chairs must also agree to (1) maintain current AATF membership; (2) prepare a report for publication in the *National Bulletin* (at least one per three-year term); (3) make every effort to attend the AATF convention and organize a Commission session or designate a commission member to do so; (4) propose/present at least one commission-related session at another conference; (5) include in commission activities a component to recruit new AATF members; and (6) prepare an annual report to be submitted to the Executive Council prior to the convention.

Commissions which are up for renewal for the term 2012-2014 are the Commission on Cultural Competence, the Commission on FLES*, the Commission on High Schools, and the Commission on Professional Teacher Standards. The objectives of these commissions are:

Cultural Competence: to propose products, materials, or services that further understanding of French and Francophone cultures

High Schools: to propose products, materials, or services that provide direct benefit to high school teachers of French

FLES*: to propose products, materials, or services that promote elementary-school French programs and support elementary-school French teachers

Teachers Standards: to propose products, materials, or services that promote National Board certification or other types of certification and/or mentor AATF members who are candidates for certification

Proposals should be e-mailed to AATF President Ann Sunderland [mmsunderland@frenchteachers.org] by **December 31, 2011**. Contact her also to discuss ideas for projects.

CALL FOR CONTRIBUTIONS

In response to the general meeting of the Commissions at the AATF Convention in Montreal, the Commission for the Promotion of French is calling for contributions to a commission project.

The project will be a pedagogical handbook entitled "Promoting French through Film." The manual will contain activities, lesson plans, on-line resources, projects, and assessments for between 10-15 films. The film selections will include films suitable for elementary, secondary, and/or university levels, and submitted materials should take into account learner variables.

The handbook will be published by the AATF and will be edited by the Co-Chairs of the Commission, Joyce Beckwith (Wilmington High School, MA) and Dolliann Hurtig (Louisiana Tech University).

Please e-mail contributions of materials to the Commission Co-Chairs no later than **December 31, 2011**. Review of the submissions will begin in the winter, and we will notify contributors of their acceptance in spring/early summer 2012. The manual will be printed in fall 2012.

"Promoting French through Film" will be the result of the combined efforts of the Commission for the Promotion of French and its membership at large. The Commission Co-Chairs believe that the handbook will prove useful to teachers of French at all levels. In the future, the Commission may want to produce successive volumes, as, in the words of Marshall McLuhan, "the medium is the message," and the medium of film transmits a powerful message to students.

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COMPETITIONS FOR MLA PUBLICATION AWARDS

For detailed announcements of these awards, go to the MLA Web site [www.mla.org] or call or write the MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; phone: (646) 576-5141; fax: (646) 458-0030; e-mail: [awards@mla.org].

Annual Prizes with Competitions in 2012

James Russell Lowell Prize—Deadline: **1 March 2012** (for books published in 2011). For an outstanding literary or linguistic study, a critical edition of an important work, or a critical biography. Open to studies dealing with literary theory, media, cultural history, or interdisciplinary topics.

MLA Prize for a First Book—Deadline: **1 April 2012** (for books published in 2011). For an outstanding literary or linguistic study, a critical edition of an important work, or a critical biography. Open to studies dealing with literary theory, media, cultural history, or interdisciplinary topics.

Aldo and Jeanne Scaglione Prize for Comparative Literary Studies—Deadline: **1 May 2012** (for books published in 2011). For an outstanding scholarly work in comparative literary studies involving at least two literatures.

Aldo and Jeanne Scaglione Prize for French and Francophone Studies—Deadline: **1 May 2012** (for books published in 2011). For an outstanding scholarly work in French or Francophone linguistic or literary studies.

Biennial Prizes with Competitions in 2012

MLA Prize for Independent Scholars—Deadline: **1 May 2012** (for books published in 2011). For a scholarly book in the field of English or other modern languages and literatures. At the time of publication of the book, author must not be enrolled in a program leading to an academic degree or hold a tenured, tenure-accruing, or tenure-track position in postsecondary education.

MLA Prize for a Distinguished Bibliography—Deadline: **1 May 2012**. For an outstanding enumerative or descriptive bibliography. Eligibility: At least one volume must have been published in 2010 or 2011.

Aldo and Jeanne Scaglione Prize for a Translation of a Literary Work—Deadline: **1 April 2012** (for books published in 2011). For an outstanding translation into English of a book-length literary work.

IN MEMORIAM

Sidney L. Teitelbaum, former Director of the National French Contest (1969-2004), passed away in August 2011. He was 82.

Sid lived a varied and active life. He rose from being a teacher of French, Spanish, and English to Superintendent of Schools with the East Meadow Public School District in Long Island, NY. His honors include Phi Beta Kappa, *Palme académique*, and Music Administrator of the Year 1992 (Nassau County, NY). He served as a member on the Board of Directors of the Sarasota Opera for



13 years. Sid was also the author of some 20 sonnets published in the *Peppertree Magazine*.

His greatest contribution to the AATF was his service as Director of the National French Contest. Enrollment in the Contest doubled during his tenure, and the number of prizes awarded increased by more than 500% due to his efforts to increase student recognition. He saw the need for and made sure two additional levels of competition in elementary and middle schools were created and worked to ensure that students on any type of schedule could enjoy the Contest. He was a strong believer in recognizing teachers as well and worked to make sure that teachers received recognition for their students' achievements. Sid truly believed "nous sommes tous des gagnants."

Over the years, Sid worked with thousands of teachers, Contest personnel, and AATF colleagues. Following are memories from a few who knew him well.

Sid Teitelbaum, truly "one of a kind."

No one who has dealt with the complex undertaking of making Le Grand Concours an ideal recruiting tool for both participating students and their teachers can help wondering just how well it works as a potential source of pride for the winning students and their teachers when the various prizes are awarded each year. These were the thoughts that were utmost in my mind when I inherited the Executive Directorship in 1979, but these considerations soon proved not to be a significant source of friction between chapter administrators, the Director himself, and National Headquarters. A close look at the yearly

statistics of winners shows amply that the Contest fulfills the goals outlined above. As proof, one need only trace the total number of students participating each year—these figures increasing almost every year, start-

ing (at least) in the 1970s and culminating in the "magic" total of 100,000 student participants soon after Sid retired in the last decade of the previous century and was replaced by the present director, Lisa Narug, who carries on the same traditions that Sid had established.

The Contest is not—and will never be—the absolute success that all our members

want it to be. Witness the almost-yearly discussions about the eligibility of certain groups of participating students (e.g. native or near-native speakers) and the choice of awards given out at local chapter meetings (should there be separate types of awards according to levels of ability in French or other factors?). But Sid always met such challenges head-on and managed to prevail with a minimum amount of internal friction. What more could one ask of the National Director of the Contest? This positive image will remain as long as the Contest continues to be everything—or almost everything—that its members want it to be.

Thanks, Sid, for your help and godspeed!

Fred M. Jenkins

AATF Executive Director, 1979-1996

I feel myself very fortunate to have known and worked with Sid Teitelbaum for a number of years....

I met Sid when I attended some of the Long Island Foreign Language meetings many years ago, even though I worked in New York City. One day, he called me and asked if I thought that there should be a FLES level of the Grand Concours. I certainly agreed, and he asked if I would be willing to help...how could I say no to Sid? I remember how Sid and I worked on the first FLES contest, writing the questions on my kitchen table! To his credit, Sid understood the importance of FLES in broadening the scope of the Grand Concours and in strengthening French programs across the country. He was always searching for new ideas, new contributions for awards, new sources for support, and he was extremely successful in enlisting contributions across a wide group of contributors. He was an

inspired leader of the Grand Concours!

Many years later, our paths crossed again when I was elected President of the AATF and Sid was on the AATF Executive Council. It was so good to work with him again, as he always presented insightful and creative ideas to us in our deliberations. It was wonderful to reminisce about our days in NY state and about our many mutual friends and colleagues.

To know Sid was to know his wife Bess and their special, loving relationship. To know Sid was to know of his terrific energy with respect to the Grand Concours and in helping French regain its wide appeal. To know Sid was to know and appreciate the way he worked with different people on all levels, whether he was a department chair, or a superintendent, or in any of the different roles he assumed. To know Sid was to know his tremendous capacity for making things happen...We'll all miss you, Sid!

Gladys C. Lipton

Past-President, AATF 1998-2000

C'était un véritable ours en peluche! Sid Teitelbaum was a big man with an even bigger heart. What I loved about him was his absolute passion about the importance of learning French at a very young age. Before there were brain studies to prove his belief, he knew instinctively this was the place to start French classes. His absolute glee when the numbers of students increased at the FLES level for the National French Contest was infectious and made us search out even more schools and more students. In addition he had total faith in the people he chose to work with him. When he talked me into the position of Directrice for the FLES contest, I was not so sure he had made a wise choice. I had so much to learn, but Sid displayed such total confidence in my ability, I had to meet his expectations. I made multiple mistakes, but he never gave up on me, and the contest grew and improved and became more fair and more responsive to what teachers were doing in the classrooms, thanks to their creative input. Sid's faith in all of us made us perform better and create something about which we could all be proud. I will miss him, as will thousands of FLES students who never knew him.

Elizabeth Miller

National Chair, FLES, 1982-2006

Sid is the one who hired me to do the Concours in 2003....And I accepted because when I met him, he was such a gentleman...

Geneviève Delfosse

National Chair, Test Development

I first met Sid in late 1993. Through my supervisor at the University of Kentucky, I

had become aware of the Contest, and that it was hand scored at that time. So I had proposed a pilot project to use optically scanned forms instead. Sid came, in person, to hear the proposal and gauge it for himself. My impression was of a man intelligent, thoughtful, and loyal. A good leader.

This was when I heard the story he would often tell; he was originally a substitute for a Director who had fallen ill. He was only going to do this Contest thing for one year... and was still going strong after, well, his umpteenth year! I apologize here, because I don't remember the actual number, but it was an impressively large number.

Over the years—a pilot project in 1994, the whole nation in 1995, the addition of divisions D and E ("It is never just 'business as usual' when it comes to Le Grand Concours," he said.), the switch to CDs from cassettes, national percentile reporting, "100K by Y2K"—Sid was there to guide and grow the Contest. Of course he had help, but the point is that he was able to step back and let his motivated people go and do their thing.

Until the Convention held in Atlanta, this was really all I knew of Sid. At that time, the Convention was being held close enough to me to drive there and back, and I wanted to be present at the occasion of Sid's retirement. I had acquired a certain respect for the man. But I was unprepared for this scene. It was obvious how much respect and admiration everyone present felt for him. And I would echo that it was richly deserved.

It has been said that any person's legacy does not lie in specific deeds, but in how they made the people around them feel. I would say that stands Sid in very good company indeed.

Ken Tindle

National Chair Computer Operations

Over the years I learned the workings of the Concours from its founding father, Sid Teitelbaum. He was always there with a strong, welcoming hand for every administrative detail from registrations, placement rules, to standards, and publicity strategies. My last contact with Sid and Bess was in Sarasota, Florida where they had retired and where Sid had become a major patron and benefactor of the Sarasota Opera. If memory serves me, it was around the fall of 2006, that Sid telephoned to invite me and my wife to a spirited performance of *Léo Delibes' best-known opéra-comique Lakmé*, composed in 1883. After the performance, we spent a memorable evening together reminiscing our years with the Concours.

George T. Diller

National Chair of Eligibility

2011 FUND FOR THE FUTURE

We would like to take this opportunity to thank all those dedicated AATF members who contributed at least \$50 to the Fund for the Future during the 2011 membership year (September 2010-August 2011)

SPONSOR

Ruth Doyle (MO), Jane Robert (MO)

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Jayne Abrate (IL), Helen Cummings (MA), Catherine Daniélou (AL), Phyllis Dragonas (MA), Eugene Edie (MN), David Greenberg (FL), David Greer (NJ), Stirling Haig (NC), Marie-Laure Hoffmann (NJ), Cecelia Kelly (PA), Catherine Kendrigan (IL), Robert Lafayette (LA), Céline Léon (PA), Éliane McKee (NY), Mary Jo Netherton (KY), Christophe Pinet (MT), Gregg Siewert (MO), Clarice Traylor (WA)

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Bernard Aresu (TX), Brenda Benzin (NY), Diane Birckbichler (OH), Dorothy Brecher (NY), Kathleen Cantino (CA), Donna Clementi (WI), Myrna Delson-Karan (NY), Pamela Genova (OK), Virginia Gramer (IL), Janice Gross (IA), Kenneth Haines (MD), Lee Hilliker (FL), Patricia Hunt (WA), Hannelore Jarausch (NC), Carolyn Johnson (MN), Stephen Kiley (MA), Rebecca King (KY), Marie-Christine Koop (TX), Reid Lewis (IL), Gladys Lipton (MD), Rob Roy McGregor Jr (SC), Jean Nicholas (MI), Geraldine O'Neill (NY), Margot Steinhart (IL), Maria Trebby (ID), Madeline Turan (NY), Nicole Vaget (MA), Marie-L. Vazquez (NY), Rosalie Vermette (IN), Margaret Winters (MI)

AATF ON- LINE STORE NOW OPEN! MEMBERSHIP RENEWAL, MATERIALS, SENIOR AWARDS

T- SHIRT

We are pleased to announce a new T-shirt based on *Les Fables de la Fontaine*. Designed by a graphic design student at Southern Illinois University, the T-shirt features an illustration of a fable. *Le Lièvre et la tortue* now available.



_____ T-shirts x \$18 _____ S _____ M _____ L _____
XL

_____ T-shirts x \$19 _____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

AATF DOROTHY 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 postsecondary (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 winner will receive a 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 2013, 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 Chicago in July 2012.

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, 2012**.

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 deadline for receiving all documents will be **February 1, 2012**. Decisions will be made by March 1. 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

- 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

- 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 in one file.
5. Submit the nomination packet electronically in .pdf format to [abrate@siu.edu]. The nomination must be received no later than **February 1, 2012**.

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

NOW AVAILABLE: THE WORLD SPEAKS FRENCH FLYERS & POSTERS

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.

- ☐ 50 copies of The World Speaks French flyer @ \$25
- ☐ 100 copies of The World Speaks French flyer @ \$40
- ☐ 1 copy of The World Speaks French poster @ \$4 each
- ☐ 10 copies for \$20
- ☐ 25 copies for \$50
- ☐ 50 copies for \$75
- ☐ 5 copies for \$10
- ☐ 3-inch World Speaks French stickers @ 50 cents each
- ☐ 25 pencils for \$6.25
- ☐ 50 pencils for \$12.50
- ☐ 100 pencils for \$25
- ☐ World Speaks French pocket folders @ \$2 each
- ☐ Check here if you would like 10 administrator postcards at no additional cost
- ☐ Check here if you would like 25 administrator postcards at no additional cost
- ☐ World Speaks French Promotional Kit (includes 100 flyers, 50 postcards, 50 pencils, 5 posters, 10 pocket folders, and 10 stickers) @ \$75

Name

Address

Tel: E-mail:

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

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. Also available through the on-line store.

La France divisée (DVD with French, English, and no subtitles), includes Study Guide

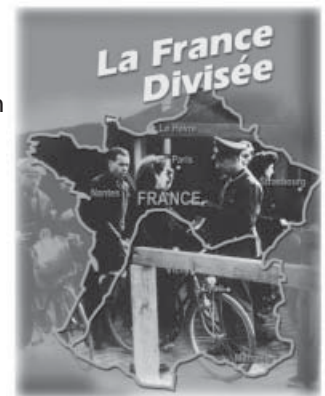
- ☐ copy (ies) x \$30 (members)/\$40 (nonmembers)
- ☐ Check enclosed. Make check payable to AATF.
- ☐ Credit card Exp. date Security code

Name

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REGIONAL REPORTS

REGION III: MIDDLE ATLANTIC

Region III is proud to continue promoting French and the AATF as exemplified in the number of varied and collaborative activities listed below for the academic year 2010-2011.

It is especially important to note that many Region III chapters collaborated with other organizations in order to reach a larger audience. Another outstanding point this year is the fact that many AATF members from Region III were recognized for the great work they are doing. French is not an endangered species in the Middle Atlantic region!

The Maryland Chapter organized a French Day for teachers at the Baltimore Museum of Art, attended by more than a dozen teachers and included the representative from the French Embassy, Catherine Pétilion. After a day of immersing themselves in language and culture, they had a gastronomic adventure at a local French bistro...*miam!*

In November, many schools celebrated National French Week. The chapter pro-

titled "Communications 2.0 : On-line Tools for Engaging Communicative and Collaborative Activities" by Dianne Krause. It provided a multitude of resources to use in the classroom and a thirst for a lengthier session in the future.

In January, two long-time members, Barbara Barnett and Joanne Silver, traveled to Paris to participate in an international symposium on the Holocaust. Both are dedicated to promoting the study of French through exposure to documentary materials connected to the Remembrance of victims of the Holocaust, produced and published through their efforts. The AATF does make itself known to the international community. Barbara's and Joanne's on-going commitment is certainly proof of this.

On a frigid January morning, over 20 members ventured out to Friends Central's snowbound campus in Philadelphia to attend an eye-opening presentation by Koffi Anyine from Haverford College. The theme was "Femmes africaines: Représentations littéraires et filmiques."

through the Window: Marc Chagall and His Circle." Rebecca Hoenig from the Museum gave an excellent presentation, whetting members' appetites to use the material in the classroom as well as to attend the event in person.

In April, Executive Council members, past and present, gathered at Susie Ledieu's home to honor and thank Alice Cataldi, outgoing Regional Representative, for all her hard work and dedication to the AATF over the years.

To cap off the year, the Chapter Executive Council met for their last meeting of the year in May, and several members capped off the year with a luncheon to say "Au Revoir" to Elaine Danford, former Chapter President, who is retiring from teaching, and Patricia d'Andrea who is moving to England.

In conjunction with the University of Pittsburgh's European Union Center of Excellence & European Studies Center, the Western PA Chapter helped organize the following workshops: "Louis XIV: Le Roi Soleil et son influence sur le Nou-

Whether for teachers or students, immersion workshops can make a huge difference in someone's life. Consider organizing one!

vided grants to Perry Hall High School, The Bullis School, McDaniel College, and Morgan State University. They are always encouraging more schools to share their ideas and projects for the week.

In the early spring, three students from Roland Park Country School participated in the FLES* Poster Contest. Their posters reflected the theme: "Le Voyage des Mots: Caligrammes aux Textos."

In May they held the annual *Grand Concours* luncheon. They boasted many state and national winners again this year. Maryland continues to be a leader in FLES* participation in the *Grand Concours*. The amazing work of Lorna Wingate for more than 25 years as their Contest Administrator makes everything run flawlessly.

The Philadelphia Chapter had an active summer as host of the AATF National Convention held at the Sheraton Society Hill Hotel. From all accounts, the local committee, chaired by our dedicated and competent Sister Mary Helen Kashuba, assured efficiency, hospitality and a genuine care that all attendees come away with a positive experience.

Chapter activities included a well-attended presentation on technology en-

A special treat of various African foods preceded the program and was appreciated by all.

Over 3000 students joined the rest of the country in competing in the *Grand Concours*. It is reassuring to note that they do not have diminishing participation numbers in this worthwhile endeavor. Again the *Remise des prix* was well attended and smoothly run, as always, by Sister Mary Helen Kashuba.

Elections for Chapter Executive Council officers were held in March and Rita Davis, Susan Ledieu, and Christine Kimball-Kelly accepted to continue another two-year mandate as Co-Presidents and Vice-President, respectively. The decision was made to split the Secretary-Treasurer job into two separate positions since communications technology has become more diverse, requiring a greater time commitment. Joanne Silver was re-elected as Secretary and Susan Zeager Treasurer.

As usual, the spring program was combined with the Modern Language Association of the Philadelphia Vicinity (MLAPV) conference. They were able to tap into a current cultural event at the Philadelphia Museum of Art, "Paris

veau Monde" by Bonnie Adair-Hauck, "Une promenade au Louvre: Un tête-à-tête avec les chefs d'oeuvres" by Carol Schneider, and "La Société française, ça bouge!" by Myriam Gau.

A new Web site [www.westernpafrenchteachers.org] was created as well as a Facebook page [AATF Western PA].

Last but not least, the Susquehanna Valley Chapter organized the following activities: *un concert donné par le groupe Canadien français Dentdelion à l'université de Millersville, une conférence "The Language-Rich Classroom" présentée par Dr. Persida et Dr. Himmele aussi à l'université de Millersville, la projection du film L'Élégance du hérisson suivie d'une discussion, la remise des prix du Grand Concours où nous avons reçu Scott Fabel qui a fait une présentation sur la valeur des langues étrangères dans le monde de l'informatique.*

Submitted by
Christine Gaudry-Hudson
Region III Representative
[Christine.gaudry-hudson@millersville.edu]

Region IV: Southeast

Chapters in Region IV are focusing their time and energy on recruiting new members, enhancing communication, maintaining their immersion initiatives, developing meaningful and important partnerships with our communities, and coming up with new exciting ideas!

Just as it was last year, recruiting new members remains a priority as does enhancing communication with our current members. Mississippi's outstanding efforts paid off; their membership went up by about 21% last year. Alabama did a good job as well with a 7.25% increase. South Carolina's membership went up approximately 25 members in 2010-2011.

Along with recruiting, the Southeast Region is focusing extensively on communication. The Florida Chapter remains a leader in terms of energy, initiatives, and communication, its mission being "to provide French teachers in Florida an opportunity to connect to others who share the love of the French language and culture." They continue to offer unique ways to connect through their Web site and wonderful *Bulletin* issues. South Carolina created a Web site and launched it in August 2011 [<http://AATF-SouthCarolina.wikispaces.com>], and you can "like" them on Facebook too (look for AATF South Carolina). If you are on Twitter, Cristy Vogel's user name is @msfrenchteach. Look for French Teachers of Alabama as well on Facebook. The North Carolina and Georgia Chapters have very nice and detailed Web sites. Google them!

Chapters continue to offer a variety of immersion opportunities. The Alabama Association of Foreign Languages, sponsored by Alabama Humanities Foundation, offers its WILD immersion workshop for high school students every year, with French being one of the languages highlighted. Florida, Georgia, and North Carolina are all putting a lot of effort and energy into providing immersion opportunities as well. Whether for teachers or students, immersion workshops can make a huge difference in someone's life. Consider organizing one!

Lastly, let us share a few interesting and exciting initiatives. Several chapters in the Southeast feel it is very important to encourage new teachers of French. South Carolina, for example, will offer a 2011-2012 scholarship for a teacher who is new to their chapter. Along different lines, the South Carolina Chapter also revised its constitution. Members voted for an AATF Book Club session to be offered at the SCFLT Conference (they will be reading *Elle s'appelait Sarah* by Tatiana de Rosnay). North Carolina organizes a Con-

cours pédagogique in which members can participate by sharing their favorite and most successful lesson plan. Lesson plans may be submitted individually or by a team of teachers. Winners receive a certificate and a cash award. In addition, they get to submit and present their model lessons at the AATF convention.

The Georgia Chapter participated in a Memorandum of Understanding with the *Académie de Nancy-Metz* and hopes to send a group of teachers this fall to represent Georgia schools. In addition, the Georgia Chapter continues to be very active with *Francophonie Atlanta* and works hard at organizing their annual festival. You can find more information on-line at [www.francophonieatlanta.org].

The Southeast is proud to have much to offer when it comes to French and supporting our teachers!

Submitted by
Catherine Daniélou
Region IV Representative
[danielou@uab.edu]

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 Jessica Nelson, Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; E-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

VISIT THE JNCL WEB SITE
www.languagepolicy.org

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. One \$1500 scholarship per year is given 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 2012-2013.

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: [abrake@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. Application materials should be e-mailed in Word or pdf format to [abrake@siu.edu]. File names should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately). The deadline for receipt of applications is **March 15, 2012**.

AATF FUTURE LEADERS FELLOWSHIP PROGRAM 2011

As most AATF convention-goers were traveling to Montreal in early July 2011, the twelve AATF Future Leaders Fellows were spending two days in an intensive workshop aimed at helping them to develop leadership skills that they will put to use in future service to the organization.

Conceived by President Ann Sunderland and members of the Executive Council as well as the late Barbara Ransford, former AATF Vice-President, the AATF Future Leaders Fellowship Program grew from the desire and need to develop leadership capacity among AATF members. Its aim

is to further the AATF and its programs at both the chapter and national levels by training leaders early in their AATF careers.

The Executive Council voted in 2010 to devote significant funds to this program in order to make sure that strong leadership for the organization continues to be in place. During 2010-2011, Joyce Beckwith, Jayne Abrate, Ann Sunderland, and I planned a workshop experience that would help participants learn about the AATF and its functioning and develop their own skills at leadership.

Each chapter was invited to nominate a "future leader" candidate. Candidates were to be members who had expressed an interest in deeper involvement with chapter leadership but who did not yet have long years of experience. Candidates filled out an application form that asked them, among other things, to outline ways in which they hoped their participation in the program would assist their chapter.

The 2011 AATF Future Leaders Fellows came from all parts of the country. They are Adina Alexandru (Connecticut

Chapter), Ricky Baron (Northwest Indiana Chapter), Nancy Blais (Pays du nord Chapter), Lauren Doyle-McCombs (Florida Chapter), Richard Emch (Ohio Chapter), Frank Giordano (New Jersey Chapter), Marnie Good-

selin and Michel Gueldry.

Jayne Abrate briefed the fellows on issues and organizations across the profession, including the AATF's involvement in JNCL-NCLIS. Furthering the fellows' thinking about chapter-specific issues was Janel Lafond-Paquin (Chair, Commission on Middle Schools) who led a session entitled "Focus on Member Development."

Fellows also concentrated on developing their own leadership skills. One session focused on identifying personal leadership style and its implications for chapter work and volunteer participation. Sessions on problem-solving, running meetings, and improving communication were aimed at improving skills in the nitty-gritty of leading chapters day to day.

A lunch session with members of the Executive Council gave fellows the opportunity to speak one-on-one with current leaders of the AATF. Finally, the fellows attended selected convention sessions with particular connections to chapter issues, such as member recruitment and special programs like the "Academy of Future French Teachers" (see page 33). Each fellow was encouraged to develop a specific and concrete project that will help to further the goals of their chapter in some area. They are committed to carrying out their projects in the coming year. Projects proposed include re-working the chapter Web site, developing or implementing a chapter communication plan, organizing an immersion weekend for chapter members, improving chapter communication with French-speaking residents of the community, and developing more social events for bonding within the chapter, among others.

Fellows have also agreed to write an article on their experience as a fellow for their state foreign- or world-language association newsletter, and to serve their chapter as an officer at some point in the future. (Some are indeed fulfilling these duties early on—one is stepping in now as chapter president upon the illness of the current president.)

Despite a jam-packed schedule during the workshop, the fellows were ener-



L. to R.: Baron, Giordano, Sieren, Ousselin, Goodfriend, Emch, Hennessy, Doyle-McCombs, Alexandru, Ritz, Blais, Weaver.

friend (Chicago/Northern Illinois Chapter), Susie Hennessy (Greater Kansas City Chapter), Catherine Ousselin (Washington/Alaska/British Columbia/Alberta Chapter), Catherine Ritz (Eastern Massachusetts Chapter), Kristine Sieren (Kansas Chapter), and Jane Weaver (Tennessee Chapter).

This ambitious program was held during the day and a half immediately preceding the AATF convention in Montreal. It included eight sessions, each focusing on familiarizing participants with the AATF organization and development of leadership skills.

In order to get to know the organization better, the fellows perused their own chapter constitutions and familiarized themselves with the responsibilities and roles of chapter leaders. They also heard from leaders in national roles, including Region I Representative Joyce Beckwith; National Headquarters Administrative Assistant Darla Phoenix; Jane Black Goepfer, Editor of the *National Bulletin*; Lisa Narug, Director of the National French Contest; former Executive Secretary of the *Société honoraire de français* Amy Hanson; and *French Review* Editor-in-Chief and Managing Editor Edward Ous-

gized and enthusiastic at the end of their two days together. Simply having the opportunity to share information and experiences and to find out how things are done in other chapters was enlightening. "Collaborations [in the sessions] led to lots of inspiration," said one.

For many, the exposure to issues on the national level and the opportunity to hear about the functioning of the national organization were invaluable. Some were inspired by the many ways that they saw to serve their profession and their fellow teachers of French through the AATF. They were able to see their professional lives far beyond their classroom and their school.

Making connections with other aspiring leaders as well as those already in leadership positions made fellows realize the value that they and their talents bring to the organization. "It's great to know there are lots of professionals just like me that I can collaborate with going forward," said one. The sense of camaraderie and support among the group was palpable: The best part of the experience, declared one participant, was "the fellows!"

The Executive Council, in their July meeting, voted unanimously to fund the Future Leaders Fellowship Program for 2012. I urge each chapter president to nominate a candidate for the 2012 workshop (see page 2) which will take place July 3-4 just before the Chicago AATF Convention (July 5-8, 2012). I believe that this is an important way in which we recognize those with the potential to be influential leaders in our organization and make sure that they develop skills and knowledge that they will need as they help the AATF move successfully into the future.

Randa Duwick
Valparaiso University
[randa.duwick@valpo.edu]

LOOKING FOR AATF MATERIALS?

You will find a complete listing of AATF promotional and pedagogical materials on page 38 of every issue of the *National Bulletin*.

- All AATF materials are available in our On-Line Store at www.frenchteachers.org
- A printable color catalogue of all materials is now on-line as well.
- Orders can be mailed, faxed, or completed on-line!

2012 ADMINISTRATOR OF THE YEAR AWARD

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

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extra-curricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school- or campuswide 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, 2011**. 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 2012) 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 electronically in .pdf format to [abrate@siu.edu].



CONCORDIA LANGUAGE VILLAGES
A program of Concordia College, Moorhead, Minnesota USA



VISIT
theworldspeaksfrench.org

2012 AATF CONVENTION IN CHICAGO

Mark July 5-8, 2012 on your calendars! The 85th annual AATF convention will be held on those dates at the Intercontinental Hotel in Chicago. We are planning a number of exciting activities as well as the usual excellent professional program.

Call for Proposals

The Call for proposals is now on the AATF Web site at [www.frenchteachers.org]. The deadline for submissions is **December 15, 2011**. We are looking for proposals addressing any aspect of French language or Francophone literatures or cultures. Useful classroom practices and ready-to-use activities are always welcome. Presentations can be research-based, but all sessions should be given as lectures or talks with participant involvement. Effective strategies for promotion and advocacy are particularly important in these difficult times.

Hotel Information

The convention will take place at the Intercontinental Hotel on Michigan Avenue. The incredible convention rate we have negotiated is \$145 (+ taxes). Watch the January issue of the *National Bulletin* for information on reserving a room and finding a roommate.

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée* (organized by Marie-Simone Pavlovich). We are also exploring possible areas of collaboration with the *Alliance française de Chicago* and other local groups. The Chicago AATF Chapter is hard at work as well.

Activities

In addition to the wonderful summer activities traditionally available in Chicago, we are working on a number of ideas for post-convention workshops and excursions to places of interest in the region.

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

UPCOMING AATF CONVENTIONS

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

- Chicago (July 5-8, 2012)
- Providence (July 2013)
- New Orleans (July 2014)

LE PASSEPORT

Your French classroom is a joyous voyage through *le monde francophone* (see *National Bulletin*, September 2011). To extend this metaphor, give each student *un passeport* which can be filled in throughout the year. Student classroom passports can now be purchased [www.teacherdiscovery.com], but you can make your own to reflect your students' level and activities. Enlarge the following pages to 8 1/2" x 11", and use card stock or construction paper for the cover which students can decorate. Print double sided and assemble according to page numbers shown. Fold pages in half and *voilà!* Once you have printed the pages, assembly will be clear.



Page 1 (photo, official seal, dates) and page 8 (visas—a place to stamp or record quiz grades for older students) back onto page 2 (personal information) and page 7 (*arbre généalogique*). Page 3 (*moi*—label and draw parts of body) and page 6 (*ma chambre*—draw and label) back onto center pages 4 and 5 (students color and identify flags). Another possibility for the center page is a map of *le monde francophone*. (See Web site for *l'Organisation internationale de la francophonie* [www.francophonie.org].) *Bon voyage!*

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].

Elizabeth Miller
Crystal Springs Uplands School (CA)
[mmemiller@aol.com]

Visas

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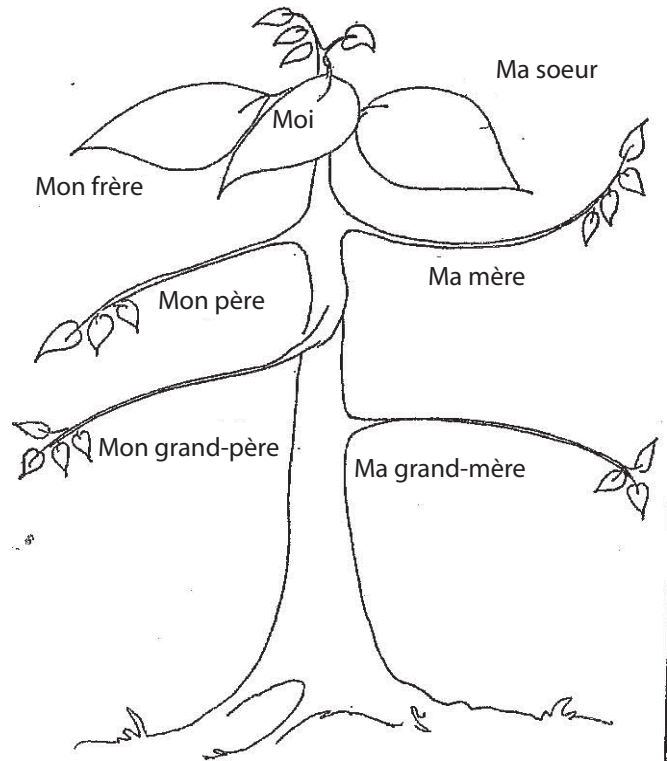
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page deux

MA FAMILLE



page sept

CHEZ MOI

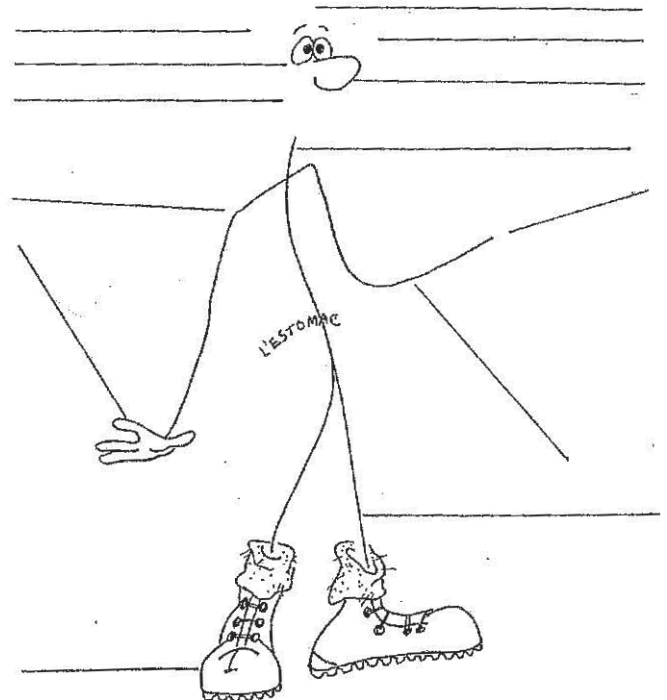


MA CHAMBRE











le lit	la lampe
la porte	la table
la fenêtre	la commode
le tapis	la chaise
le placard	l'ordinateur

page six

MOI



page trois

page quatre	le monde francophone	le monde francophone	page cinq
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AATF OUTSTANDING SENIOR IN FRENCH AWARD

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, Société honoraire de français (for high school students) or French Club, Pi Delta Phi (for university students), tutoring;

- at the time of graduation, have completed at least three years of formal French study;
 - be a non-native speaker of French;
 - be nominated by an AATF member.
- Only one student per school per year will be accepted.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, and the student's name will be placed on the AATF Outstanding Senior Honor Roll on the 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. Nominations can also be made through the On-line Store.

FRENCH, THE LANGUAGE IN THE SHADOW EMERGES

Although a high percentage of our students have a French last name and we live fifteen minutes from the province of Quebec, French has continually been in the shadow of Spanish in terms of language of choice in my school district. Prior to the 2001-2002 school year, all seventh grade students were divided equally and placed into French and Spanish classes by team, not by choice. Since 2001, our sixth-grade students have had the opportunity to choose which language they would study in grade seven. For ten years, the ratio had typically been 2/3 Spanish and 1/3 French.

We surveyed many sixth grade students to find out why Spanish is the language of choice. We have discovered that there are a few misconceptions about the French and Spanish languages circulating in our community. Myth number one is that Spanish is easier and more useful, and myth number two is that the French taught in school is not the same language spoken in Canada. Another factor that has influenced students' language choice is that our elementary students are exposed to Spanish before they come to the middle school, so they want to continue learning Spanish.

For several years, our goal in the LOTE Department has been to increase enrolment in our French program in order to make our class sizes fairly equal. We have taken several steps in order to educate our students and their parents about the linguistic realities of both languages. For several years, I have conducted a sixth grade orientation in individual classrooms in order to clarify the differences between the languages. This past year, the seventh-grade Spanish teacher and I created and presented an amusing PowerPoint presentation entitled "The Myth Busters" which we presented to students during the school day and to parents in the evening.

In my French classes, my students wrote penpal letters to students in Huntingdon, Quebec, and I planned a field trip at the end of the year so the students can meet each other. This project seems to attract many students. During National French Week and Foreign Language Week, my French students went into sixth grade classrooms and buddy taught. My students created their lessons with flashcards and activities and worked with 1-2 students during a 40-minute period. My intent was to expose sixth grade students to French, given that most of them had already been exposed to Spanish in the fifth grade. I believe that this step was

the most beneficial to our French program because this coming school year, our enrollment in French and Spanish in grade seven is almost equal. We have not seen these numbers in ten years!

This coming school year, I am planning on bringing my French students into fifth grade classes to buddy teach. My colleague is also planning to bring her advanced-level French students into the elementary schools to expose them to the language. I believe that the more our students are exposed to French early on, the more likely they will choose French in the seventh grade.

Nancy Blais
Pays du nord AATF Chapter
2011 AATF Leadership Fellow
[nblais@malonecsd.org]

**July 5-8, 2012
Chicago**



Watch for updates:

www.frenchteachers.org

**"Le Français au bord des
Grands Lacs"**

NEW ON THE AATF ON- LINE STORE

We are looking for brief ready-to-use teaching units (12-20 pages) for inclusion on the AATF Store. Submissions will be reviewed by a committee of teachers for accuracy, usefulness, and pedagogical soundness before being accepted for on-line publication.

Units will be posted in downloadable pdf format and can be duplicated for use in the classroom by AATF members. Costs will range from \$5-\$10, depending on length.

To contribute a unit, e-mail the text as one file in either Word or pdf format to [abrate@siu.edu]. Be sure and indicate the targeted level in terms of French and age.

The first such document is now available. Entitled "Exercices pour accompagner *Le Ballon rouge*, le livre par Albert Lamorisse," was contributed by Jacqueline Thomas, Texas A&M University-Kingsville, former AATF Region VII Representative. To obtain a copy, go to the AATF Web site at [www.frenchteachers.org].

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information on the Web site at [www.frenchteachers.org/shf]. 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. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Executive Secretary Jessica Nelson who can be reached at AATF *Société Honoraire de Français*, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société honoraire de français* at your school, start one this year!

NOW AVAILABLE ON-LINE PAYMENT

www.frenchteachers.org

- Pay on-line for membership
- Outstanding Senior Awards
- Materials
- *Société honoraire de français*

CONTACT REPRESENTATIVES OF QUEBEC

If you are looking for support or information from the Government of Quebec regarding any of their programs, you can go to their Web site to find the most current information for each of the delegations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org]; click on "About Us," then "Regional Offices."

TRAVELS WITH TOCQUEVILLE: A FRENCH PERSPECTIVE OF 19th- CENTURY QUEBEC

Alexis de Tocqueville (1805-1859) was a French aristocrat of great distinction in literary, historical, and sociological circles, both in his own time and in our day. One reason for his renown is that his ability to write the French language is of the highest order. He is most well-known for his works *De la démocratie en Amérique* and *L'Ancien Régime et la Révolution*. During 1831, Tocqueville traveled through Quebec with a companion, Gustave de Beaumont. His memoirs of their voyage provide a French perspective of his philosophical, political, and socio-cultural perceptions of Quebec, when it had been almost three-quarters of a century under British rule. You will find a short biography of Tocqueville, a description of his travel itinerary and activities in America, a brief history of 19th-century France and Quebec, a selection of Tocqueville's writings from his travel journal, and an intermediate/advanced lesson plan based on those writings.

BIOGRAPHY OF TOCQUEVILLE

Alexis de Tocqueville was born in Paris July 29, 1805, to a royalist aristocratic family. Typical of aristocratic families, Tocqueville's education was provided by a tutor, Abbé Lesueur. When he was 16, Tocqueville studied philosophy at the *Collège Royal* in Metz and then began his law studies in Paris at age 18. In 1827, Tocqueville began work at the court at Versailles as an apprentice magistrate but also continued on a path of alienation from his family because of his liberal political thinking. When Louis-Philippe came to power in 1830, Tocqueville was in jeopardy. It was at this time that he and Beaumont received permission to travel to America to study its penal system. During their trip, they also spent 10 days in Quebec.

Parts one and two of *De la démocratie en Amérique* were published in 1835 and 1840. In 1835, Tocqueville married Mary Motley, an Englishwoman of low social status with whom he had no children. He was active in politics over the next two decades and frequently encountered disapproval from the prevailing regimes. In the 1850s, Tocqueville wrote and published *L'Ancien Régime et la Révolution*. On April 16, 1859, Tocqueville died of tuberculosis in Cannes.

(This biography is quoted and adapt-

ed from [www.gradesaver.com/author/alexis-tocqueville/].) For further information, a detailed timeline of Tocqueville's life can be found at the following Web site: [http://alexisdetocqueville.com/weblog/2010/02/01/alexis-de-tocqueville-timeline/].



TOCQUEVILLE IN AMERICA AND QUEBEC

As Tocqueville traveled westward across the southern edge of the Great Lakes, he kept a personal diary of his experiences in America which, after it had been revised, he entitled "Fifteen Days in the Desert." Tocqueville's first commentaries regarding the Amerindians were written as he observed a large group gathered in Buffalo to receive money in payment for the lands that they had ceded to the U.S. government. He states that their race is doomed to inevitable destruction. Later, on the other hand, when Tocqueville and Beaumont arrive in Detroit, he remarks that the Amerindians are at least beginning to become "civilized" and that in order to get the truth out of them, they must be maneuvered. Afterwards, the two travelers rent horses in Buffalo and head off for the wilderness. They come across an authentic log house, guarded by two semi-savage dogs, and speak with the pioneer who lived there. Upon entering the abode, Tocqueville describes in detail the rustic living conditions that he observed. The author's commentary on the man who lived there emphasizes his individualism and solitude but also his strength and self-assured perseverance. According to Tocqueville, the pioneer was hospitable, reasonable, and adventuresome, but worried. His wife and children were weakened from the difficult life that they were

living, trying to subsist from the land.

When Tocqueville and Beaumont arrive at Pontiac, they meet the proprietor of a local inn who considers the two travelers to be very odd and not at all suited to the pioneer life. When they tell him that they want to buy some land, he informs them that in France labor is cheap and land is expensive, but in America just the opposite is true. Land can be purchased for next to nothing, but the price of manual labor is exorbitant. The proprietor then explains all the steps necessary for a pioneer to settle a homestead.

The next day Tocqueville and Beaumont arrive at another settlement where they meet Mr. Williams. From this man's mouth, for the first time, Tocqueville hears a positive comment about the Amerindians. Afterwards, as they travel on toward their destination of Flint River in the company of an Amerindian who was mysteriously following them, they reach the hut of another European. This man prefers Amerindian company to that of the White Man. Riding on, they arrive at the log house of another pioneer where they spend the night. Their host provides them with two Amerindians to guide them to Flint River. The guides are expert woodsmen without whom the two Frenchmen would not have survived. One of the Amerindians is a *bois-brûlé*, that is, the son of a Canadian and Amerindian couple, and he speaks French fluently.

Finally, they arrive in Saginaw, the farthest European outpost in the Michigan territory, which is a small community of about thirty people. Tocqueville marvels that the Europeans had completely adopted the customs, apparel, and lifestyle of the wilderness in order to survive there. In addition, he criticizes the deceitful manner in which the Europeans treat the Amerindians, scorning and cheating them during bartering. Tocqueville comments that the Eternal Being made all men everywhere the same but that men have divided themselves into different religious groups which despise each other. However, for Tocqueville, the Amerindian is more tolerant than the others, living a simple life off the land, despite the European's prejudice that he is a pagan. Tocqueville is stunned by the splendor of the raw, natural beauty of the

virgin forest, as he also would be when he saw Niagara Falls. He was quickly brought back to reality by his Amerindian guide. The Métis was mincing his steps through the fields to avoid stepping on rattlesnakes; the two Frenchmen appreciate his prudence and follow suit.

After their brief stay in Saginaw, Tocqueville and Beaumont then travel eastward through Quebec on the northern side of the Great Lakes. Tocqueville depicts Quebec as a new society in the process of formation that was composed of the ruling British, the conquered French colonists, the displaced Amerindians, and, of course, the Métis. On a steamboat that stops at Detroit, Mackinac, and travels across Lake Huron, Tocqueville begins jotting down ideas in a stream of consciousness style. Frequently, the recurring theme of the fading away of native cultures emerges. This theme reappears later in a conversation with a Canadian. According to the Canadian, the Amerindians much prefer the French over the English. However, the native culture was disappearing. The French were trying to maintain their national identity, in spite of being forced to live under British domination.

In Montreal, Tocqueville records a conversation with a Sulpician Father and two lawyers. They paint a rosy picture of the benefits of living under English rule such as liberty of the press and freedom to practice the Catholic religion. The lawyers indicate that the clergy in Canada is not in league with the government as in France, and they often advocate on behalf of the common people who respect and love them. Tocqueville becomes aware, however, that even though the Francophone population outnumbers the Anglophone population at a ratio of nine to one in Lower Canada, the latter controls the economy and the language of the country. He senses trouble brewing in the future and expresses the hope that the French Canadians would be freed from British rule someday. During another conversation, Tocqueville records his observation of evident scorn and disdain toward the French on the part of a British merchant.

While in Quebec City, Tocqueville observes that the population appears happy, strong, and healthy, and the Canadian women do not appear delicate and sickly as did those in the U.S. Furthermore, he perceives an undercurrent of French solidarity but realizes that there is no sufficient strong leadership at the moment for such a movement. Editor Claude Corbo postulates that while he was in Canada, Tocqueville and Beau-

mont did not meet Louis Joseph Papineau, and probably did not know of his critical role in the political circumstances of the day (178).

Tocqueville's conversation with John Neilson, a Scotsman who emigrated to Canada and became the editor of the *Quebec Gazette*, painted a vivid portrait of life in Quebec. He described the nature of the Quebec farmer as well as the workings of the seigneurial system in place at that time. Tocqueville stated that the Canadians were inferior to the Americans in matters of the head (the latter were better educated), but the Canadians were superior in matters of the heart. Nevertheless, Tocqueville's main point was that English domination of the North American continent was a permanent feature of American demography. On the other hand, there were some Anglophones, like Neilson himself, who were linked with the Francophones in opposition to the British.

The above summary of Tocqueville's travels through the northern U.S. and Quebec, as well as the various texts used in the lesson plan are taken from: Tocqueville, Alexis de. *Regards sur le Bas-Canada: Choix de textes et présentation de Claude Corbo*. Montréal: TYPO, 2003.

Following is a brief summary of the major 19th-century political events in France and in Quebec during the 19th century.

19th-CENTURY FRANCE

- 19th-century First Republic 1792–1804)
 - National Convention (1792–1795)
 - Directory (1795–1799)
 - Consulate (1799–1804)–Napoleon I's *coup d'état* (1799)
- First Empire (1804–1814)–Napoleon I
- Restoration (1814–1830)–Napoleon's 100 days, Louis XVIII (1824), Charles X (1830)
- July Revolution (1830)–*Les Trois Glorieuses*
- July Monarchy (1830–1848)–Louis-Phillipe, the citizen-king
- 1848 Revolution–Second Republic (1848–1852)
- Second Empire (1852–1870)–Louis Napoleon III
- Paris Commune (1871)
- Third Republic (1870–1940)

19th-CENTURY QUEBEC

- British conquest (1756–1760), End of the Sovereign Council
- British rule (1760–1867)
 - Royal Proclamation (1763–1774)–New France becomes the Province of Quebec, established *Le Test*, oath of allegiance to the British monarch and Protestantism

-Quebec Act (1774)–Restored French law for civil matters, guaranteed free practice of Catholicism by eliminating allegiance to Protestantism in *Le Test*

-American Revolutionary War

-Constitutional Act (1791–1840)–Divided Quebec into Upper Canada and Lower Canada

-Armed Rebellion (1837–1838)

-Martial law and Special Council

(1838–1840)–Durham Report of 1839

-Union Act (1841–1866)–Upper and Lower Canada are now Province of Canada

- Federal Dominion (1867–1930)–Province of Canada, New Brunswick, and Nova Scotia join to form the Dominion of Canada. Canada East becomes the Province of Quebec.

LESSON PLAN

OBJECTIVES:

1. Students will recognize the *passé simple*. Addresses communication standard.
2. Students will become acquainted with Alexis de Tocqueville, an important historical figure, and often called the "Father of Modern Sociology." Addresses culture standard.
3. Students will be able to explain multiple perspectives of historical French and Quebec cultures. Addresses comparisons standard.

METHOD: (Note: This lesson plan contains two **Literary** texts, three **Interview** texts, and three **Observation** texts. These texts appear on the AATF Web site at [www.frenchteachers.org/bulletin/activities/toqueville.htm]. You may wish to prepare vocabulary lists as aids for each text.)

1. Prepare an explanatory hand-out on how to form the *passé simple*. (An excellent presentation of this grammar principle can be found at [French.about.com] or any other grammar book.)
2. Activate students' background knowledge by asking them if they know Tocqueville. Present Tocqueville biography and historical/cultural circumstances in France/Quebec in 1831.
3. Divide students into pairs. Give each student a copy of the *passé simple* grammar hand-out. Explain the formation of *passé simple*.
4. Pass out copies of both Tocqueville Literary Texts. Have students work together in partners to transform the *passé simple* verbs into *passé composé*. Ask each pair to give examples of their transformations to the class.
5. Read Literary Texts in class. Have students work in pairs to explain

what is funny or interesting about Tocqueville's description of the *mar-ingouins*. Have students point out the beauty in Tocqueville's account of his canoe ride near Saginaw.

6. Next, divide students into three groups. Pass out Tocqueville Interview Texts to students—all members of a group receive the same Interview Text. Assign students to read Tocqueville texts in class and to answer the associated questions.
7. Have students of one group report to their classmates the content of their text.
8. Pass out the Tocqueville Observation Texts, matching the numbers with the groups. (For example, give Observation Text #1 to the students who received Interview Text #1, etc.). You may assign Observation Texts as homework or have students read texts together in class. They should be prepared to tell at least three important observations that Tocqueville makes in their texts about important components of Canadian society.
9. Ask students to explain the content of their text to the other groups. Encourage discussion of broad themes such as relationships between French Canadians and English Canadians, the status of the economy or education, differences of religion, racial relations with the Amerindians and the Métis, etc. Ask students if they agree or disagree with Tocqueville.
10. Assign an essay in which students pick a character from the texts (or create an imaginary character) and write a first person narrative. Students should explain how their character perceives the state of affairs in Canada, i.e., what s/he likes and dislikes, and how s/he perceives his/her place in Canadian society.

Virginia R. Donovan
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REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Notify the AATF at [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

NEW! CALENDRIER FRANCOPHONE

The AATF has produced a Francophone calendar thanks to images contributed by our members. This 16-month calendar shows the American and French legal holidays as well as all the national holidays of the Francophone world.



_____ Calendars x \$20 each

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VIVE LE FRANÇAIS! CLASSROOM ACTIVITIES

A collection of Classroom Activities and *Salut les jeunes!* taken from ten years of *National Bulletins*. Newly revised and organized. Many activities are suitable for duplicating for the classroom. \$20 per copy (\$30 nonmembers).



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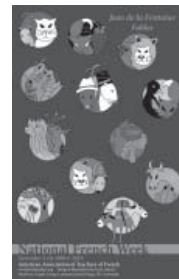
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FABLES DE LA FONTAINE TEACHER'S MANUAL

Written to accompany the 2009-2010 National French Week poster, this guide contains activities based on each of the twelve fables illustrated on the poster. Targets a variety of levels.



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USING FILM SHORTS IN THE CLASSROOM: A PROJECT OF THE AATF VIRGINIA CHAPTER

Many teachers have already discovered the value of using French films to teach language and culture. However, showing feature films during class can be problematic because of the time required to watch the entire movie. This inherent problem means one is often forced to give up class time to view the film and, in so doing, sacrifice coverage of other important material. Another problem arises when a student loses track of the film's action because of its length, resulting in wandering interest. Also, full discussion of the film's themes cannot take place until the end which may be three classes later.

Film shorts can be an excellent solution to these problems. The compressed action is often more easily followed by a student whose language skills are less developed than those of his or her classmates, precious class time is not lost, and discussion can take place during the same class the film is shown. There are many extraordinary French film shorts now in existence which have the advantage of being both short—five to twenty minutes—and excellent films in their own right.

The Virginia AATF Chapter is working on a project to make some of these shorts, along with teaching guides, available to teachers throughout the U.S.

A short history of the project

The Virginia AATF Chapter has had the good fortune to be involved in the Virginia Commonwealth University/University of Richmond French Film Festival which for the past nineteen years has been bringing not only the latest French films to Richmond, VA but also the films' actors and directors. Early in the history of this three-day film festival, several sessions were devoted to the showing of film shorts.

In 2001, after attending the shorts for the first time and being particularly taken with a film entitled *Petites Histoires de Reins du Tout* (Little Stories of Kids and Kidneys) by Françoise Marie, we asked the director, who was present at the festival, if she would be interested in returning to Virginia to show her short and discuss her work at a variety of local colleges and high schools and at our annual chapter meeting. She agreed and, thanks to substantial funding from Randolph-Macon College and funding from the Chapter, we are now in our eighth year of being able to select a quality film short and fund the visit of the director for a week-long *tournee* at Virginia schools. (Over the

years these have included Virginia Tech, Randolph-Macon College, Randolph College, the University of Virginia, Hollins University, and several private and public high schools). Recently, we decided that since the shorts had been so well received, a committee of the Executive Council of the Virginia Chapter should develop resources to make them available to individual teachers, and, beyond that, we should also develop a Teacher's Guide for each film.

The committee has just completed the first Teacher's Guide for a short entitled *Demain la Veille* (Back to the Future) by Julien Lecat and Sylvain Pioutaz. This sixteen-minute short has been selected for showing at over 47 film festivals, national and international, and has won numerous prizes. The film is excellent for the classroom because it is both a visually exciting science fiction film and a film with complex themes related to the individual and society, conformity, and totalitarianism.

Synopsis of *Demain la Veille*

This film follows a seemingly normal guy named Bob—however, there is nothing normal about Bob's world. He lives in an alternative universe where everything moves in reverse. The clocks tick backward, death is birth, people grow young rather than old, and knowledge is not learned but erased. One day, Bob begins to do everything "forward" and in doing so he becomes a social outcast who will be aggressively pursued by the reality police. Will he succeed in escaping their control, or will he be caught and brainwashed back into acting and thinking like the others? (In French with English subtitles)

What is included in the Teacher's Guide for *Demain la Veille*

1. A synopsis of the film
2. Vocabulary related to the film
3. Questions on plot, themes, and symbolism
4. Overview questions which ask students to make connections both within the film and with other works they have read or seen.
5. A grammar section focusing on two grammar points
 - a. the use of past tenses
 - b. the expressions of necessity
6. An extensive section providing possible answers to the thematic questions. This section will allow teachers to teach this film easily

without exhaustive preparation.

The future of the project

Our intent is to continue to develop Teacher's Guides to accompany some of the other excellent film shorts we have selected over the years. It should be noted that the films we have chosen were vetted at competitive film festivals, and many of them have already won numerous prizes for their technical ingenuity, their aesthetic quality, and the richness of their themes, all of which make them particularly appropriate for classroom presentation.

How to obtain a copy of the film and Teacher's Guide

If you are interested in purchasing the film and receiving a copy of the Teacher's Guide for *Demain la Veille*, please contact Professor Amy deGraff (Past-President of the Virginia Chapter) at [adegraff@rmc.edu]. (Price: \$25, includes film, Teacher's Guide, and shipping. If you already own the film, you can purchase the Teacher's Guide for \$10).

CHAPTER NEWS!

Visit the AATF Web site!

Beginning with the September 2010 issue of the *National Bulletin*, several changes both in the format and in the contents were instituted. One of the changes involves Chapter News. From now on, if you wish to read the news from your chapter or from another chapter, you can visit the AATF Web site and click on Chapters. The address is: [www.frenchteachers.org].

Continue to send your news to the Editor of the *National Bulletin* so that it can be prepared for the Web site.

Jane Black Goepper
Editor
[jbg@fuse.net]

FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

- Recruit more students?
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For ideas and ready-made documents, click on [Frenchadvocacy.wikispaces.com].

AATF SUMMER SCHOLARSHIPS

Application deadline: February 15, 2012

French Government Scholarships

The French Cultural Service is offering AATF members who teach at the K-12 levels scholarships for study in France during the summer 2012. The programs provide intensive study of French language, teaching French, and modern French culture.

While we do not yet have final details, the scholarship generally covers the cost and fees for a three-week program, round-trip train travel from Paris to the other city if the stage is not in Paris, and partially covers food and lodging for the three-week period.

In order to be selected, candidates must propose a project that they plan to carry out during the *stage*. This project should involve some aspect of research on French culture and should be of benefit to students. Final details will be posted on the AATF Web site as soon as they are available.

Jumpstreet Scholarship at the Université du Québec à Chicoutimi

Thanks to the guided bus tours of Montreal offered during the 2011 Convention by Jumpstreet Tours, the AATF is able to offer a \$2500 scholarship for an AATF member to attend the *Université du Québec à Chicoutimi* (UQAC) in July 2012. UQAC is offering a number of excursions and other perks to the recipient. The scholarship is intended to help defray the cost of tuition and travel associated with the program.

Québec

Le Ministère des Relations internationales du Québec (MRIQ) attribuera des bourses pour un stage en langue, culture et société québécoises offertes aux membres de l'AATF. Bien que nous n'ayons pas encore reçu toutes les précisions, le stage aura lieu en juillet 2012. Les objectifs du stage sont le perfectionnement en didactique du français et la connaissance du Québec, de sa culture et de sa population. Les candidats devraient (1) enseigner le français à plein temps ou être responsables de l'encadrement de professeurs de français au niveau préuniversitaire et universitaire; (2) maîtriser le français écrit et oral; (3) avoir la nationalité américaine; (4) être âgés de 18 à 55 ans; (5) ne pas avoir participé au stage au cours des cinq dernières années; (6) être membres de l'AATF.

Dans le passé, la bourse couvrait les frais d'inscription et de scolarité du stage, l'hébergement en résidence universitaire, une somme forfaitaire de 300\$ (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, la partie des repas noncouverte par le forfait, les dépenses personnelles et une franchise de 50\$ (Can.) pour le recours à l'assurance (s'il y a lieu) étaient 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, et de fournir une copie du travail au MRIQ.

Belgium

Wallonie Bruxelles International is offering two summer scholarships to Belgium for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture in July 2012. While we have not yet received final details, scholarships in the past have included tuition and fees, housing in a university residence hall, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients are expected to (1) prepare a cultural unit on the country to be disseminated through the AATF and (2) present a session around the same topic at the 2013 AATF convention in Providence. Details will be posted on the AATF Web site as soon as we receive them.

Université McGill

Depuis 2006, le Département des programmes de langues anglaise et française de l'Université McGill (Québec, Canada) offre chaque été une inscription gratuite dans son Programme intensif de français—Langue et Culture. Cette inscription est réservée au cours de niveau avancé. Le stage en 2012 aura lieu du 26 juin au 3 août.

Le concours s'adresse à tous les membres de l'AATF qui enseignent le français au niveau secondaire ou collégial. Les candidats doivent posséder une compétence correspondant au niveau intermédiaire élevé sur l'échelle d'ACTFL

(ou son équivalent), compétence minimale pour être admis au niveau avancé du programme.

Nous n'avons pas encore reçu toutes les précisions, mais dans le passé, la bourse couvrait les droits de scolarité et les frais d'inscription (environ 2000\$ CA). Elle ne comprend pas le transport, l'hébergement à Montréal, les assurances et les dépenses personnelles.

Reconnu pour la qualité et le dynamisme de son enseignement, le programme est réputé internationalement pour la richesse de ses contenus linguistiques, communicatifs et culturels, ainsi que pour son approche pédagogique dynamique résolument orientée sur les besoins des étudiants. 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 et d'autres cultures francophones. Pour plus d'informations, veuillez consulter le site Internet du Département des Programmes de langues anglaise et française: [www.mcgill.ca/eflp].

Eligibility

Applicants for all of the scholarships must be U.S. citizens (as specified in the description) or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2011-2012. Preference will be given to members who have been in good standing since January 1, 2010. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2007-2011) are also not eligible. Scholarship recipients agree to make a presentation at a foreign language conference in 2012-2013.

Selection Process

Scholarships will be awarded to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for students. Applications will be reviewed and the decisions will be announced by early April 2012. A number of factors will be weighed: clarity and specificity of the candidate's statement (1-2 pages); reasons for applying and level of French (candidates are expected

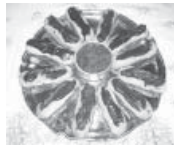
to have a level of proficiency which will allow them to follow university-level coursework in French); teaching assignment; evidence of professional commitment; future career plans in education; and letters of recommendation.

Application

Application forms are available 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 the application form, and attach additional pages as necessary.
2. Submit two letters of recommendation enclosed with the application or sent via e-mail. (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.) These letters of recommendation should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
3. Application materials should be e-mailed in Word or pdf format to [abrate@siu.edu]. File names should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately).
4. The application must be received by **February 15, 2012**, to be considered.

AATF COOKBOOK: *CUISINER ET APPRENDRE LE FRANÇAIS*



178-page cookbook contains 34 illustrated recipes in French with classroom activities. Also includes reading texts related to the ingredients or culinary techniques and exercises. Numerous vocabulary exercises and exercises on



measurements. The cookbook is completed by a glossary and English versions of the recipes. \$25 (\$40 nonmembers).

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LA VIE DES MOTS COLLECTION

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From the AATF Commission on Cultural Competence: A new book analyzing contemporary French culture

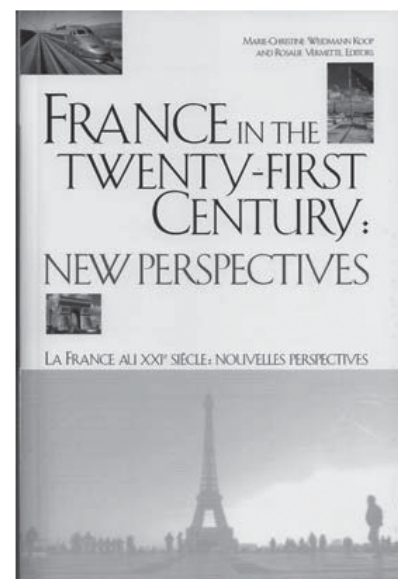
France in the Twenty-First Century: New perspectives *La France au XXI^e siècle : nouvelles perspectives*

Marie-Christine Weidmann Koop and Rosalie Vermette, eds.
Summa Publications, Inc., 2009.

ISBN 978-1-883479-61-9. Pp. xxxiii + 340.

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UPDATING STUDENTS' E-PORTFOLIOS

The student e-portfolio has been around for some time now, and after many years of using it in my classes, I find it an extremely useful and vital learning instrument. If you use the e-portfolio in your classes, consider updating it with some of the newer technologies. Although the PowerPoint format may be old for some and may be considered stagnant, it can still be used as the basis of the e-portfolio and be very lively if the latest technologies are included.

Every time I attend a convention, such as the AATF meeting held recently in Montreal or the state convention in Florida (FFLA), I come away with many technology ideas to implement. It would be impossible to try all of them and still adhere to the curriculum, and changing all that I have developed over the years seems unnecessary. That is why I use the PowerPoint-based e-portfolio but try to branch out each year. Adding sound and video files (student-produced, YouTube, Hulu, and travel sites) has come about gradually, and they are now a regular part of the e-portfolio. Branching out with Web sites can also make the PowerPoint less linear and more three-di-

that states how the chapters are divided, the title of each chapter, and what will eventually appear in the e-portfolio. To see what I provide for the students, go to [www.linguaweb.us], and click on the documents on the first page. Although very detailed, the outline does allow lots of creativity on the part of students, and I probably learn more from them on what to add the following year. I start with the chapters in the textbook that we use (*Bien Dit*) and make sure that the learned vocabulary and grammar will be used in each of the topics that I give them. For example, some of the chapter titles are "Mes voisins" and "Ma famille" (these use descriptions, ages, dates, etc.), "Une visite au musée" (a research project on any museum in Paris, including a virtual tour of the museum, if available), "Mon lycée" (school vocabulary, including subjects). The second- and third-year students, of course, will add to the e-portfolio with past and future tenses telling about their childhood, historic events, and future plans. Most of these assignments are done in Word, sent to me in the dropbox, corrected, and then sent back to be rewritten and inserted into the e-portfolio.

added a new dimension to the e-portfolio, and the final project was a video of a group of students spending the day in Paris which the students inserted into the e-portfolio. Because I want to follow the curriculum and still have the students "live" in Paris, I did make many adjustments. The chapters for our e-portfolio follow the outline of our course, but I added opportunities for as much realism as possible. Students were not allowed to use any clipart. All pictures have to be real photos ([www.google.com], family and friends, etc.), and all places have to be real places in Paris ([www.googlemaps.com], [Google Earth], in addition to other Web sites). My students were "living" in Paris for the year as high school students (although they chose houses, apartments, and cars far out of the reach of the average student—there was no budget!). They are required to obtain names of actual doctors and businesses from the *Pages jaunes* or from other sources. The second-year students will be "living" in Montreal this year and again will have to create a "real" residence, school, neighborhood, etc. Much of what I learned in Montreal will be the

***We are not in the business of teaching technology,
only using it to help our students learn.***

mensional. I am lucky to teach in a laptop school, and so each student produces and adds to his or her e-portfolio. However, much of what you learn in technology can be done in a classroom with only a few computers. Development of an e-portfolio depends on how much time the teacher has, class size, the availability of computers, and the comfort level for the teacher in technology.

I start the year by walking the students through the set-up of the e-portfolio. Although I want the students to be creative and original in the design, I still need to have my classes meet the standards of the course. At the end of the year, I can look at The New Generation Florida Standards for World Languages and see that my students have met those standards in the e-portfolio and not merely in isolated tests and quizzes.

I find it important to set up the e-portfolio in a uniform manner so that evaluating the students' work can better follow a rubric. Within the e-portfolio, students can express themselves and enjoy the time spent on it. I give them a document

At that time, videos, audio files, Web sites, and more can be added to the slide.

Students are instructed to keep all of their work on their laptops in specific files. Keep written work in Word, videos in a separate video file, etc. The e-portfolio is an ongoing project throughout the year, and instructions for each topic may change, adding new vocabulary as we come to it. Each of the assignments that eventually go into the e-portfolio starts off as either a homework assignment, in-class activity, or quiz. To avoid having native speakers (there are not too many French speakers in the Tampa area) stand out with that advantage, students may only use vocabulary from the textbook—although I may give them one or two terms along the way. No on-line translators or dictionaries are allowed. Mastery of the course content is the goal. The final project will be shown to the class at the end of the year.

Last year, at the AATF convention in Philadelphia, I was introduced to a great idea that I did implement—the Virtual Residence© [www.madameffi.com]. This

basis for this year's work, and the *Bien Dit 2* program does provide a section on Quebec. My own experience studying in Quebec many years ago is an added inspiration for this project.

My students keep a *dictionnaire électronique* all year, adding vocabulary from the book as we learn it. They do this in a table in Word. At the end of the year, they alphabetize it and insert it at the end of the e-portfolio. Since all pages are linked within the e-portfolio with a navigation bar on each page, all one has to do is click on the *dictionnaire* and find the meaning of a word. Since the students keep their e-portfolios from year to year, this serves as a good review, and they can add to it. Another advantage is that handing the e-portfolio from one teacher to another helps the second teacher to know what students learned the previous year.

Over the past couple of years I have created wikis, blogs, and Web sites for my students and found that although I love learning what new, fun things are out there in technology, most of what

I do is my work and not the production of my students. My goal is to find those technologies that work in my classes and for my students. I try to limit what I add to my technology repertoire each year to practical, useful, and most of all, student-friendly activities that will enhance their e-portfolios. It is important to keep in mind that learning all the new technologies is an endless quest. As soon as we master one, a new one takes its place. We are not in the business of teaching technology, only using it to help our students learn. We are facilitators of learning, not "techies," and if we can master only a few things at a time, make them ones that enable your students to be productive, creative, and to love learning French.

A few of the additions I would like to make this year include podcasts made by the students to be inserted into the e-portfolio, a Skype project with another school, and a collaborative video with the Spanish classes in the school. Incorporating the events of National French Week and National World Languages Week either through video or podcasting will add to this year's e-portfolios as well as make the French students more visible in the school.

Branching out within the framework of a PowerPoint-based e-portfolio seems to work best for me and my students. Building on what I know and yet still adding newer technologies keep the e-portfolio lively, fun, and worthwhile for students. It has become a source of pride for them to see what they have mastered by the end of the year. They can look back at this one product that contains so much writing, speaking, and research and know that the year has been a significant growing experience in learning French.

For more information on e-portfolios and technology go to [www.frenchteachers.org/technology/index.html] the AATF page on using technology, [www.elearnspace.org/Articles/eportfolios.htm], [<http://net.educause.edu/ir/library/pdf/ELI3001.pdf>], [<http://eportfolios.wikispaces.com>], [<http://blog.kathyschrock.net/2009/06/google-apps-for-education-overview.html>], [www.electronicportfolios.com].

Shannon McKenna
Bishop McLaughlin Catholic High
School (FL)
[smckenna@bmchs.com]



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ORDER AN AATF MEMBERSHIP ID CARD

What is lightweight,, easy to obtain, and a must for the budget traveler? An AATF membership card! It is all of the above, and easily available to all our AATF members with a written request to the National Office or send an e-mail to [aatf@frenchteachers.org].

Each year I request an AATF membership card for use on any future trip abroad. I have proudly used it throughout my career and appreciated each time I had the opportunity to save a bit of money. Although it is more difficult to obtain the teacher discount in Europe today, it is still a valuable tool in the economy traveler's arsenal.

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case.

However, some city and departmental museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; often-times I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

My French friends have been amazed at the savings I've accrued in various museums in France. Even my teacher friends are surprised when I show my card, as they often are not aware of the possibility of receiving teacher discounts. My advice is to plan ahead and enjoy this benefit of AATF membership.

Ann Sunderland
AATF President

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Chapters can order cards in bulk for distribution to their members.



M., Mme/Mlle _____

est membre de l'Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s'y attachent.

Fait à Carbondale, Illinois, États-Unis d'Amérique
le _____ pour servir
et valoir ce que de droit.

La Secrétaire générale

ACADEMY OF FUTURE FRENCH TEACHERS: A PLAN FOR RECRUITING

This initiative evolved in response to the declining number of students seeking teacher certification in French. Having identified the need to recruit more students into this field, Katie Madigan (Greater Kansas City Chapter President) and I developed a one-day "academy" to introduce students to the profession. We also acknowledge the advice and support of AATF President Ann Sunderland in this initiative.

Identifying the need for French teachers

The downward trend in our own region is not unusual. According to the U.S. Department of Education, there is a shortage of foreign language teachers in nearly every state, in most cases for more than ten years. While some states indicate a need for foreign language teachers in general, over half of the states specify a shortage of French teachers. In addition, the Teacher Education Assistance for College and Higher Education (TEACH) Grant program includes foreign languages as a high-need field. This federal program provides grants of up to \$4000 per year to students who agree to teach in a school that serves low-income students. Thus, the need for French

seeking certification in French remains low.

The Academy of Future French Teachers (AFFT) tackles this problem by beginning recruiting efforts when students are still in high school. Quite frequently, French teachers come to the profession having first been inspired about learning the language by their own high school French teachers. The importance of this experience should not be underestimated. Aspiring language teachers frequently decide on their future career because of the environment created by their favorite language teacher; that atmosphere sparks a desire to master French and to recreate the school environment that originally motivated them to learn.

The overarching objective of the academy is to encourage students to become French teachers. It includes these key goals: identify talented students, make personal contact, introduce students to the profession, highlight the benefits of teaching French, provide information on financial assistance, grants, mentoring, and professional development.

Hosting an Academy for Future Teachers of French

Each of the two Academies hosted

be reinforced by using a personalized, written invitation (*en français!*) from the host institution. Nominating teachers will accompany their students.

The Academy begins with a paid luncheon, preferably in a French restaurant. The hosts of the AFFT introduce themselves to students during lunch and welcome them to the event. This social time enables students to get to know one another and the teacher panelists. After lunch, the Academy moves to the host campus for the main event.

The strength of the speaker panel lies in the diversity of speakers. Include current French teachers, retired French teachers, former English teaching assistants in France, current student teachers, all at as many levels as possible. Each panelist talks about what led him or her to the profession, the intrinsic and extrinsic benefits of being a French teacher, and any words of wisdom or significant experiences. Students tend to be most enthusiastic when hearing former English Language Teaching Assistants talk about the experience of teaching English in France. This portion of the Academy should last no longer than an hour. Following the panel, information about professional organizations (AATF,

... the need for French teachers is recognized as widespread by two federal agencies.

teachers is recognized as widespread by two federal agencies.

Why must this shortage be addressed? A number of factors, in combination with fewer new French teachers, will lead to the loss of even well-established programs.

- As French teachers retire, the lack of qualified candidates to replace them can lead to elimination of French from the curriculum. When administrators have unqualified candidates or no candidates and feel pressured by parents to follow the trends for other languages, they may find it easier to replace the French teacher with a Chinese or Spanish teacher.
- Some high school French programs have lost third- and fourth-year classes. The elimination of upper-level French likely means that students will not pursue French in college, which will perpetuate the current teacher shortage.
- While the number of students enrolled in French in higher education has been increasing (up 4.8% from 2006-2009), the number of students

by our chapter was funded by an AATF Small Grant which was matched by our chapter. The total grant of \$1000 covered the costs of the event. Our first Academy (hosted by Katie Madigan at Rockhurst University) took place in April 2007 and the second one (hosted by Susie Hennessy at Missouri Western State University) in 2009, each time on a Saturday. Fall may be preferable to spring, depending on other school activities. It is best to choose the date after consulting teachers in the targeted districts in order to avoid conflicts.

Send an announcement to French teachers describing the event and inviting them to participate. Each teacher may nominate up to 4 students to attend (unless the anticipated response rate warrants fewer students per teacher). Juniors and seniors (or students in upper levels) are the best candidates. College students of any level may be included as well; when you identify talented students, extend an invitation. The selective nature of the event should be emphasized, such that students understand the honor of participating. This can

of course), opportunities for professional development, scholarships, and travel is presented. Students are encouraged to ask questions. Finally, door prizes are awarded.

Is the Academy of Future French Teachers successful? Of the 32 students who attended the events sponsored by the Greater Kansas City Chapter in 2007 and 2009, seven students are pursuing French studies in college. We believe that expanding the event to include college students or even recent alumni will likely result in a higher recruitment rate.

The keys to a successful Academy of Future French Teachers:

- Establish personal contact with each Future French Teacher. Attempt to learn about each student, their interests and plans for college.
- Assemble an enthusiastic and articulate panel who can give specific reasons why they enjoy teaching French.
- Provide practical information that influences students' decisions, like loan forgiveness programs, scholarships for French studies, and study abroad opportunities. Include door prizes that will serve as souvenirs of

the Academy.

• Use remaining Small Grant funds to award a scholarship. The host institution may also award scholarships. High school teachers are urged to seek collaboration with area colleges and universities. Your chapter president may also be able to facilitate the planning of such an event. There is nothing to lose and much to gain in this venture.

Susie Hennessy

Greater Kansas City Chapter

2011 AATF Leadership Fellow

[hennessy@missouriwestern.edu]

2012 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

The American Society of the French Academic Palms (ASFAP), composed of members who have been awarded the French Academic Palms by the French Ministry of Education, will bestow two student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2012. Each scholarship of \$2,500 may be used to cover travel and program costs in a French program that the recipient selects. The deadline for completed applications to be received is **January 20, 2012**.

To qualify, the student must be a junior or senior enrolled in an advanced-level high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Since the application must be endorsed by a member of ASFAP before its submission, teachers and applicants who need a reference should request this information early. Applications and information about obtaining an endorsement by a member of ASFAP will be sent electronically upon request. Please contact Joyce Beckwith at [mmejoyb@aol.com].

CHECK THE WEB FOR UPDATES

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

VIDEO PROMPTS PROJECT

The Video Prompts Project, jointly sponsored by the AATF and the U.S. Department of State (DoS), seeks to facilitate through social media the interaction of French-speaking students in the U.S. with their counterparts in France and the Francophone world. Participation is open to current or former students of AATF members who are at least 18 years of age.

Video submissions may be no more than three minutes in length, must use the French language exclusively, and must not contain any copyrighted material.

Video submissions must adhere both in appearance and in fact to the norms of civil discourse. In other words, the content of video submissions must be suitable for a global, public audience.

Participants should develop videos based on their academic objectives and personal interests. Some themes might include cuisine, culture and sport, a debate, education, global issues, diversity, government, etc.

Participants should send video submissions as attached files via e-mail to [aatfrench@gmail.com] in a format suitable for posting to YouTube. Submissions must meet the full requirements specified in the complete guidelines found on the AATF Web site [frenchteachers.org/hq/Studentinstructionsforvideo-promptsproject.pdf]. The subject of the e-mail should include the title of the video in French; the body of the e-mail should include the participant's name and e-mail address; a brief one to three sentence summary, in French, explaining the video; and any statements, in English, detailed in the instructions regarding the inclusion of music or any other content subject to copyright restrictions.

Participants will receive an e-mail confirmation of receipt from the AATF which will review the submission. If the video submission meets the content requirements, the AATF will post the video submission to its public YouTube channel. DoS missions in France, as well as other French-speaking countries, will review AATF's YouTube channel on an ongoing basis and may "share" the participants' videos on their Facebook pages.

AATF ON- LINE STORE
www.frenchteachers.org

THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE ON: *LE FRANÇAIS A-T-IL UN AVENIR AUX ÉTATS- UNIS?*

This special issue, to be published in May 2013, will be devoted to professional issues, specifically the future orientation—or, more starkly, the survival—of French/Francophone studies in the U.S. While the title is deliberately *provocateur* in tone, its intent is quite serious. The recent waves of budget cuts and program closures constitute new challenges for our discipline, challenges that call for an in-depth discussion among participants at all teaching levels. Relevant topics can include new orientations for French/Francophone studies that would attract larger numbers of students; the connections between French/Francophone studies, business studies, social sciences, and other disciplines (journalism, engineering, etc.); the consequences of budget cuts at the K-12 and/or university level(s); how best to proactively counter the threat of program eliminations; the development of French for professional purposes; the future of French/Francophone studies within the context of the general decline in funding for humanities programs. This issue will include a *Témoignages* section, in which teachers can submit shorter texts detailing the challenges they face as well as their success stories about thriving French programs. Deadline for submission: **August 1, 2012**. Submitted articles should be sent by e-mail attachment to the Editor in Chief at [edward.ousselin@wwu.edu].

CALL FOR PROPOSALS 2012 AATF CONVENTION IN CHICAGO

The on-line call for proposals for the 2012 AATF convention, to be held July 5-8 at the Intercontinental Hotel on Michigan Avenue in Chicago has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 15, 2011**. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "Le Français au bord des Grands Lacs." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

LANGUE D'ANTAN, LANGUE D'AVENIR: AMERICAN COLLEGE FRENCH

Twenty-nine percent of Americans have a college degree, compared with 6.7 percent overall for the world. We are privileged for this, since bachelors' degree holders earn an average of around \$17,000 per year more than those who stop after high school. Nevertheless, you cannot expect the other 61 percent of Americans to be deeply concerned about college curricula. For a number of years, state legislatures have been reducing their share of public higher education funding. Our recent recession, its budget-balancing aftermath and credit rating downgrade have only accelerated this retreat, with joblessness pulling tax support from state budgets, which are generally supposed to be balanced. In these circumstances, programs with low enrollment or which are not "hot" in the job market will receive negative attention.

Statistics from the Modern Language Association (MLA) show that the high point of French enrollment numerically in college classes was in 1968. Enrollment in 2009 was 55.7 percent off the

that foreign language study belongs in the core of general curriculum in K-12, if you do not support the idea that all students in K-12 must have a foreign language learning experience, you can expect your own numbers to betray you at the post-secondary level. The following essays support the notion of a core status imperative: "Foreign Languages: An Essential Core Experience" [www.utm.edu/staff/bobp/french/flsat.html]; Robert D. Peckham, "Getting Down to the Core with Foreign Language Advocacy," *The Language Journal*—NYSAFLT 61:2 (Summer 2010), 7-9.

Numbers are crucial but which numbers? Total number of students in your program during the fall semester (funding formula); number of students per FTE in all classes; number of students per tenured/tenure-track teacher in all classes; ratio of majors to FTE or tenured/tenure-track teacher; average size of upper-division class; number of first majors; number of first and double majors; number of first, double, and education majors; number of first majors, double

American college French classes in 2009. I could not find the number of graduating French majors. However, the National Center for Educational Statistics shows 2432 for 2007-2008; that is about one graduate for every 89 students enrolled in college French courses (Degrees in French, German, Italian, and Spanish conferred by degree-granting institutions, by level of degree: Selected years, 1949-50 through 2007-2008 [http://nces.ed.gov/programs/digest/d09/tables/dt09_309.asp]).

In addition, I found lists of four-year colleges offering French degrees. The Peterson's Guide count, 796, is the smallest, using their count for traditional French B.A. programs, leaving out the non-traditional combination degrees and B.A.s in Foreign Languages; the other guides had more. Taking the low count and dividing it into the number of French students in 2009 (MLA had no figures for 2007-2008), we get the 3.04 (=average number of graduates per program). This is probably a high average. Remember, there are a handful of programs with between 30

If you wonder where a French degree can lead you, I invite you to look at where it took 150 who are not teaching French but who have found satisfying and prosperous lives in many fields...

1968 mark. However, since the overall 1968 college enrollment was less than half what it is today, we must admit the relative drop in enrollment is more severe than generally portrayed. On the positive side, high-school curriculum redesign, requiring foreign language for graduation, since French is still number two in K-12 enrollment, will eventually bring more students to the college French class (MLA survey of course enrollment 2009 [www.mla.org/2009_enrollmentsurvey]).

French programs in American institutions of higher education have gone through some turbulent times in the last three years. At least 39 colleges and universities in 17 states have seen their French programs threatened, reduced, or eliminated: Ph.D., M.A., B.A., minors, and core courses. Since our fate is very frequently pegged to the overall health of foreign languages, let us examine several concerns, dangers, and potential blessings for college foreign language programs.

First, if you do not support the idea

majors, education majors and minors; number of graduating majors; number of graduating majors continuing in graduate school; number of recent French graduates with relevant jobs. Which is the important number for each of the stakeholders or power groups in your university or college? You must determine this before proceeding further.

Because numbers can be inappropriately used, we must be careful how we will be judged when someone brings up "program discontinuation." As you may know, state commissions on higher education seem to be citing the completely arbitrary number of ten graduates per year as a minimum to avoid discontinuation. This disregards the size of the student body and the fact that some disciplines draw majors from lower-division classes taught in giant lecture halls and graded by scantron. It ignores the discipline background of the institution's students, which may draw from high schools where little is offered in a discipline like French. The MLA survey says there were 216,419 students enrolled in

and 40 French graduates per year. For the average non-flagship state college, the number 10 is truly meaningless and patently unfair (Peterson's College Search by Major [www.petersons.com/college-search/search-by-major.aspx]).

My third point is about two fast growing college and university budget items which may eventually threaten all but the highest volume academic programs. Though some may wish to challenge me on this, most will admit that few college sports programs pay for themselves outside of high-profile teams at major institutions. For the rest, at best, they are covered by high student fees. You will note that sports programs are rarely under the budget axe, no matter how they are supported. (NCAA Financial Reports Database [http://www2.indystar.com/NCAA_financial_reports/]; Rising salaries of coaches force colleges to seek budget patch [www.usatoday.com/sports/college/mensbasketball/2010-04-01-coaches-salaries-cover_N.htm]; High cost of college sports [http://blog.nj.com/njv_editorial_page/2009/10/

high_cost_of_college_sports.html]; Schools raising fees to keep up with cost of college sports [www.usatoday.com/sports/college/2010-04-01-college-sports-subsidies_N.htm])

There is much research confirming the overgrowth or bloating of higher-education administration. How many administrative positions have been created or reshaped in the past decade at your institution? Do you have a Vice-Chancellor for Document Design, an Administrative Assistant to the Deputy Chancellor for Inter-committee Relations, an Associate Dean in Etiquette Instruction for On-site Assessment Visits, an Associate Vice-Provost for Interdisciplinary Chat Room Management, Vice-Chancellor for Satellite Campus Awareness of FRPA and ADA Concerns, or some other specific position seemingly unrelated to the mission. Overall, administrative ranks grow faster than faculty, faster than the student body. One stellar example is a state university system, which in 2008 had 418 administrators whose titles contained the words "chancellor" or "provost." Universities structure the accounting so that there does not appear to be a budget conflict, but we know better. ("Administrative Bloat at American Universities: The Real Reason for High Costs in Higher Education" [www.goldwaterinstitute.org/article/4941]; "Bloated University Administrations (Carpe Diem)" [http://mjperry.blogspot.com/2009/08/bloated-university-administrative-ranks.html]).

Clearly, a strict realignment of what colleges do in keeping with their mission statements would be to the advantage of French or any other small traditional arts and sciences program. A moratorium on non-academic facility upgrades and on new administrative positions as well as a hiring freeze in this area may also be in order.

French programs are shrinking in enrollment, with nobody bringing their virtues to the public eye. Programs with a very narrow agenda (France alone, with a literary focus in critical theory), programs where faculty are not engaged in recruitment or with students in activities outside the classroom, those which do little to lead students to effective and enjoyable immersion experiences, and those doing nothing to track alumnae will not be spared by the budget axe. It is relatively easy to find other danger signs for college French programs. When you spot danger signs, you can begin your search for help by consulting "Advocating for French Programs at the College and University Levels" (AATF French Advocacy Wiki [https://frenchadvocacy.wikispaces.

com/06.++Advocating+++College]; "Danger Signs for College Foreign Language Programs" [www.utm.edu/staff/globeg/danger.html]).

Those interested in advocacy for college French programs can best follow what is happening to them through individual college newspapers. Because this is impractical, I suggest consulting the AATF and chapter Facebook pages and the following resources: Saveourforeignlanguages's Blog [http://saveourforeignlanguages.wordpress.com/]; *Inside HigherEd* [www.insidehighered.com/]; *Academe Today Newsletter* [http://chronicle.com/article/Academe-Today/36603/]; ACTFL Smartbrief [https://www.smartbrief.com/actfl/index.jsp]; *Higher Education Today*—LinkedIn [www.linkedin.com/today/higher_education].

I would conclude with the general observation that foreign languages, along with other traditional humanities courses, are losing enrollment to a new generation of "what's hot" work-prep courses. However, students making this choice are turning their backs on some special benefits associated with language study ("Foreign Languages: An Essential Core Experience" [www.utm.edu/staff/bobp/french/flsat.html]; "Do Majors Matter?" [*Inside HigherEd* June 16, 2011] [www.insidehighered.com/views/2011/06/16/connor_essay_on_why_majors_matter_in_how_much_college_students_learn]).

If you wonder where a French degree can lead you, look at where it took 150 individuals who are not teaching French but who have found satisfying and prosperous lives in many fields ("You Wouldn't Know They Majored in French" [www.utm.edu/staff/globeg/frenchdegree.html]).

Finally, you should consider that exports coupled with advanced manufacturing may provide many of the jobs we need to add in our economic recovery. How does knowledge of a language that is official in 30 countries play out in this scenario?

TennesseeBob Peckham
University of Tennessee at Martin
[bobp@utm.edu]

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-81 (1927-2008) 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 three 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].

MONTHLY AATF CHATS

The AATF Commission on Telematics and New Technologies is happy to announce the continuation of our monthly chats for the spring semester. The chats will take place on Thursday evenings from 6-9 p.m. (EST). Each month there is a different topic of discussion, and the chats are now archived on the AATF Facebook page. Instructions for logging in to the chat will be posted on the AATF Facebook page (AATFrench), but you do not need to have a Facebook page to participate.

Dates and tentative topics for 2012 are:

- January 19: Preparing for the *Grand Concours*
- February 16: Advocacy for Preserving French Programs
- March 15: French in the U.S.

If you have suggestions for future topics, please contact Commission Co-Chair Catherine Ousselin at [catherineku72@gmail.com].

QUICK FACTS

Do you need a fact sheet to help you counter criticisms of French study? This four-page tool provides answers (with supporting documentation) to the most common misconceptions about the study of French. Prepared by AATF Vice-President Madeline Turan, it is intended to help you provide an immediate and factual come-back to such remarks.

www.frenchteachers.org/quickfacts.doc

2012 ISE "LANGUAGE MATTERS" AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Chicago in July 2012. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣ (OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣ (KY) in 2008, Beth Pierce ♣ (MS) in 2009, Megan Iranpour ♣ (KY) in 2010, and Dawn Young (NC) in 2011.

Tanya Gajewski, Director of Education at ISE, said: "ISE is committed to recognizing outstanding educators who inspire their students to speak French inside and outside the classroom. ISE is honored to provide this recognition in support of the creative and dedicated French language high school teachers who have made it their life's work to provide the most meaningful and effective language immersion experiences for their students. This award is a reflection of our commitment to nonprofit educational travel organization 'where language matters.'"

AWARD: The ISE Language Matters award will consist of a framed award certificate accompanied by a 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 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 address 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 the classroom.

Deadlines: The nominee's dossier must be received by **February 1, 2012**. It should be sent electronically in .pdf or Word format to [abrate@siu.edu]. The recipient of the award will be notified by April 1, 2012. The award will be presented during the AATF Convention in Chicago, July 5-8, 2012. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].



SHARE YOUR SUCCESS STORY VIA THE FRENCH LANGUAGE ADVOCACY WIKI

The AATF French Language Advocacy Wiki Team is collecting stories from members about successful initiatives to recruit students or to maintain programs and degrees with a French major. By offering our collective experiences as examples, we can nurture other French programs and support our colleagues. French faculty at all levels, K-12 and higher education, are asking for suggestions to increase enrollment in their French programs and for advice on how the French major can best be marketed to administration. We will share ideas by posting these strategies and activities on the French Language Advocacy Wiki: [frenchadvocacy.wikispaces.com].

Here are some questions to consider: What has benefitted your program? Have you done outreach programs to other schools, to the local community, or to Francophone communities? Have your students engaged in service projects? Have you developed internships or virtual and physical exchange programs for students? Have you modified your curriculum or degree requirements? Have you collaborated with colleagues in other disciplines? How have you maintained visibility in your institution or community?

Please take a moment to send Margot Steinhart an e-mail about your successful initiatives. (Identify your institution, town and state, please). Your idea could also save a French program!

Margot M. Steinhart
[m-steinhart@northwestern.edu]

What's New in the French Review?

Vol. 85, No. 2 (December 2011)

Articles include the titles below and more:

- "J'apprends et j'enseigne le français: les étudiants dans leur communauté" (Grim)
- "Cross-Cultural Connections: échanges synchrones et asynchrones transatlantiques" (Métral et Benenson)
- "Visiting a Winegrower's House in the Time of Balzac: An *inventaire après décès* from 1836" (Fein)
- "Écrire l'écart: Albert Memmi et l'impossible nécessité de traduire" (Esposito)
- "Reading against History: The Unfolding of the Literary Work in Péguy's *Clio*" (Roe)
- "Same Difference: Incoherent Being(s) in Jean-Claude Fignolé's early Prose Fiction" (Glover)
- "Entretien avec Alain Corneau" (Massonnat)
- "Danse et musique en politique" [deuxième partie] (Abbate)

and don't forget the many fine reviews.

CALENDRIER PERPÉTUEL

On what day...

- was the Édit de Nantes revoked?
- was the Moroccan writer Tahar Ben Jelloun born?
- did France win the World Cup in soccer?
- is Labor Day in France?
- was the first yellow jersey created for the Tour de France?

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 or more information.

Answers: 22 novembre 1685; 1^{er} décembre 1944; 12 juillet 1998; 1^{er} mai; 19 juillet 1919.

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 2-3 weeks for delivery. The first price listed is the member price; the non-member price is in parentheses.

PROMOTION OF FRENCH (MEDIA)

Forward with FLES* 11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers.

Open Your World With French/Le Français m'ouvre le monde 10-min. DVD encourages students to study French.

Forward with French 10-min. DVD has interviews with business people in NY state who use French in their work.

Note: Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

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

AATF PROMOTIONAL ITEMS

AATF Glass Dishes: rectangular candy dishes (4x4x2") with AATF logo on cover. \$12 each (\$15)

AATF Notepads: *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

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

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

TEACHING MEDIA

Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks, music CD and teacher's manual with lyrics, lesson plans, and activities. \$49.95

La France divisée, 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. DVD: \$25 (\$35); study guide \$5 (\$6) posters + guide (\$40)

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. \$20 (\$30)

MEDALS AND AWARDS

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. French hexagon, with "American Association of Teachers of French" around perimeter. \$6 each or 3 for \$15 (\$7.50 each or 3 for \$20)

On est les meilleurs buttons, 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

OTHER MATERIALS

Vive le français! Activities for the French Classroom, 75+ activities for students at all levels (122 pp.) \$20 (\$30)

Guide des Fables de La Fontaine to accompany 2010 National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

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

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

Making Global Connections Using French Language and Culture, learning scenarios developed by the Commission on Student Standards (187 pp.). \$25 (\$40)

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)

Un Calendrier perpétuel. Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp.). \$15 (\$18)

Parlez-vous...? posters. Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes study guide (123 pp.). \$25 for set of 6 posters + guide (\$40)

Color Notecards: 12 notecards with envelopes featuring 6 different color designs from winners of the FLES* Poster Contest; blank inside. \$12 (\$16)

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). Extra card sets \$2.50 each.

T-SHIRTS

La Fontaine T-Shirt, T-shirt based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

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 M, L and XL; \$19 for XXL

Laissez les bons temps rouler T-shirt: blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

National French Week T-shirt: blue with NFW logo. Specify size. \$13 for M, L and 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)

WORLD SPEAKS FRENCH MATERIALS

See On-Line Store for ordering.

AATF FLES* COMMISSION REPORTS

FLES* Works: A World of French ('09) \$10

New Trends in FLES* ('07) \$10

Variety is the Spice of FLES* ('05) \$9

Promoting FLES* Programs ('04) \$9

French FLES* Around the World ('00) \$9

The FLES* Image: A Picture is Worth a Thousand Words! ('98) \$9

Attracting French FLES* Students ('96) \$9

Other titles: **Reaching All FLES* Students** ('95) \$9

FLES* Methodology I ('94) \$9

Expanding FLES* Horizons ('93) \$9

Evaluating FLES* Programs ('92) \$9

Implementing FLES* Programs ('91) \$8

Innovations in FLES* Programs ('90) \$8

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

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; [aatf@frenchteachers.org]. Prices valid through 12/31/11.

AATF COMMISSION ON FLES* 2012 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF Commission on FLES* is delighted to announce the 2012 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 publicize the contest. Individual teachers will submit up to three posters in each category to the National FLES* Commission Poster Contest which is chaired by Karen Campbell Kuebler. The theme for this year's contest is "*5 continents, 55 pays: Voyagez avec les Francophones! Oui, oui!! 5 continents, 55 countries: Travel with Francophones! Yes, yes!!*"

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 teacher must be a current member of the AATF.

4. Each poster MUST be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]). All information must be completed prior to submission.

5. Entries will be limited to THREE PER

TEACHER FOR EACH GRADE CATEGORY. Teachers are asked to select the best posters to be judged on applicability to the theme, creativity, and effort.

6. Each teacher should send the posters postmarked by **March 9, 2012** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208]. Please mail the posters FLAT, first class, and protected by cardboard.

Winners will be notified in early May. The first place winners in each category will receive a cash prize. 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 2012 National FLES* Poster Contest.

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

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/Cell Phone: _____ Teacher's Email: _____

SIGNATURES (All are required)

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

Student _____ Date _____

Parent/Guardian _____ Date _____

Sponsoring Teacher _____ Date _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

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 sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to the Advocacy Depot is provided at [www.frenchteachers.org].

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.arkansasfrench.org]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatfchicnorthil.org/Advocacy.htm]
- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
- 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]
- 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 French Facts [flamnet.org/MOFrench.doc]
- New Jersey [www.utm.edu/staff/globeg/newjersey.html]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [www.ncaatf.org/advocacy.html]
- Advocacy Fact Pack for Ohio [www3.uakron.edu/modlang/aatf/ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- West Virginia Needs French [www.utm.edu/staff/globeg/frenchwv.html]

AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent via e-mail to the Executive Director [abrate@siu.edu] by **March 1, 2012**: (1) name of applicant and chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be attached from chapter treasury, if applicable (This must be attested to by the Chapter Secretary-Treasurer). 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 2012 are encouraged.

AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. 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 pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2012 membership will be free. The requirements are:

- the two 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 two new forms;
- if the current member has already paid 2012 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, 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!

2012 AATF ANNUAL CONVENTION CHICAGO, JULY 5- 8, 2012

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following 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 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 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.

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.

AATF PUBLICATIONS

From the AATF Commission on Cultural Competence:

La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique. Special issue of *Dialogues et Cultures* (No. 56, 2010), journal of the *Fédération Internationale des Professeurs de Français (FIPF)*. Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190. \$25, May be ordered from the AATF Materials Center or on-line store at [www.frenchteachers.org].

A book analyzing contemporary French culture *France in the Twenty-First Century: New perspectives / La France au XXI^e siècle: nouvelles perspectives*, Marie-Christine Weidmann Koop and Rosalie Vermette, eds. Summa Publications, Inc., 2009. ISBN 978-1-883479-61-9. Pp. xxxiii + 340. \$36.95 + \$4.00 S&H at <http://summa-pub2.googlepages.com>. Accompanied by a website with activities and regular update.

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.

From the AATF Commission on French for Business and International Trade

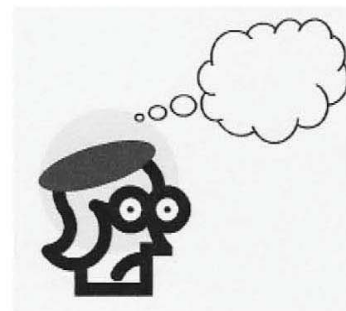
Vol. 1: Issues and Methods in French for Business and Economic Purposes, ed. Patricia W. Cummins, 1995, 172 pp., \$24. (while supplies last).

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.culture-scrossing.com/docs/frost.htm].

Prices are subject to change without notice.

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

JoEllen Sandburg
j_sandburg@msn.com



Teacher-to- teacher Mentoring Program

AATF ON- LINE STORE NOW OPEN!
MEMBERSHIP RENEWAL, MATERIALS, SENIOR AWARDS

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.

\$.44 postage required for 4 copies of the flyer

\$.61 postage required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 per copy or in any quantities to non-members at \$.20 per copy.

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

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 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 *French by the Numbers*
- 100 copies of the flyer *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
- 50 World Speaks French postcards
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
 - _____ DVD *Le Français m'ouvre le monde* _____ DVD *Forward with French*
 - _____ DVD *Forward with FLES** _____ DVD *French-Speaking Louisiana*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel* _____ *La Vie des mots*
 - _____ *Vive le français!* (activities)
 - _____ FLES* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons _____ 25 Forward with French pens

Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 12/31/11.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

C ALENDAR OF EVENTS

MODERN LANGUAGE ASSOCIATION

MLA, January 5-8, 2012, Seattle, WA. Information: MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; [www.mla.org].

INTERCULTURAL COMPETENCE AND FOREIGN/SECOND LANGUAGE IMMERSIVE ENVIRONMENTS

January 26-29, 2012, Tucson, AZ. Information: Center for Educational Resources in Culture, Language and Literacy (CERCLL), Modern Languages Room 561, University of Arizona, Tucson, AZ 85721; phone: (520)-626-8071; fax: (520)-626-3316; e-mail: [cercll@email.arizona.edu]; Web: [www.cercll.arizona.edu].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL)

March 8-10, 2012, Milwaukee, WI. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone: (414) 405-4645; fax: (414) 276-4650; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

CULTURES AND LANGUAGES ACROSS THE CURRICULUM (CLAC), March 9-10, 2012, Minneapolis, MN. Information: CLAC Consortium; Web: [clacconsortium.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 22-24, 2012, Atlanta, GA. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. phone: (770) 992-1256; fax: (770) 992-3464; e-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.org].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS (AAAL), March 24-27, 2012, Boston, MA. Information: AAAL, 2100 Roswell Road, Suite 2000, PMB214, Marietta, GA 30062; phone: (678) 229-2892; fax: (678) 560-9112; e-mail: [info@aaal.org]; Web: [www.aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHERS LANGUAGES (TESOL), March 29-31, 2012, Philadelphia, PA. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314; phone: (703) 836-0774; fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), April 13-17, 2012, Vancouver, Canada. Information: AERA, 1430 K Street NW, Washington, DC 20005; phone: (202)238-3200; fax: (202)238-3250; Web: [www.aera.net].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL), April 21-23, 2012; Baltimore, MD. Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; phone: (717) 245-1977; fax: (717) 836-7864; e-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, Chicago, IL, July 5-8, 2012. Information: Jayne Abrate, Executive Director, AATF Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; Web: [www.frenchteachers.org]; e-mail: [aatf@frenchteachers.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), November 16-18, 2012, Philadelphia, PA. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; Web: [www.actfl.org]; e-mail: [headquarters@actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 16-18, 2012, Philadelphia, PA. Information: NNELL, P.O. Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; Web: [www.nnell.org]; e-mail: [nnell@wfu.edu].

AFRICAN STUDIES ASSOCIATION (ASA), November 29-December 2, 2012, Philadelphia, PA. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-8173; fax: (732) 445-1366; Web: [www.africanstudies.org]; e-mail: [annualmeeting@africanstudies.org].

FIND IT ON-LINE

Here are some useful links to frequently requested items:

- AATF Convention Information [www.frenchteachers.org/convention]
- Chapter News & Officers [www.frenchteachers.org/chapterofficers.htm]
- Commission Reports [www.frenchteachers.org/hq/commissions.html]
- French Cultural Service Offices [www.frenchculture.org]
- Quebec Délégations [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]
- If you can't find what you want on the AATF Web site, click on Headquarters.

2012 AATF BOOK CLUB

This year the AATF Book Club will focus on three works from the French Antilles. We have chosen these works because they can be taught in AP French Language and Culture classes and in intermediate college classes. A number of French teachers who attended the 2003 AATF convention in Martinique discovered these works for the first time and found them fascinating.

The first book, *Un Papillon dans la cité* by Gisèle Pineau, describes the life of a young girl who leaves the island of Martinique where she lives with her grandmother and joins her mother and new husband who live in Paris. Her experiences with the educational system, a public housing project, and life in Paris contrasted with memories of her life on the island, are described in poetic detail.

The second selection, *Une Tempête* by Aimé Césaire, is a fascinating rendition of Shakespeare's *The Tempest*. Césaire has taken the classic play and given it a more modern twist with an additional character. As the play progresses one wonders who is the real master and who is the slave.

The final selection, *Victoire, les saveurs et les mots* by Maryse Condé, depicts the life of three generations of women in Guadeloupe. Victoire, the grandmother, is the woman whose love of food and flavors helps her overcome the difficulties of living in a colonial society of the early 1900s. Jeanne, her daughter and mother of Maryse, is the first black woman to receive the *brevet* and represents the new educated generation. Maryse Condé's reflection on the lives of her grandmother and mother is imbued with beautiful images contrasted with great irony.

The 2012 Book Club will meet in Chicago at the AATF convention to discuss these works and consider using them with high school or college students. Copies are available from Continental Book Company and through [Amazon.com].

Anne Jensen 
Gunn High School
Palo Alto, CA
[annejensen@att.net]

Check it out!
Jane Black Goepper has a
new e-mail address:
[NBeditor@frenchteachers.org]
Why not try it to send your
Chapter News?



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

Periodicals
Postage Paid
Carbondale, IL
62901


REMINDER: IMPORTANT DEADLINES AND DATES

December 1	Deadline for nominations for 2012 Administrator of the Year (page 20)
December 15	Deadline for receipt of proposals for Chicago convention (page 34) Deadline for receipt of applications for the 2012 Future Leaders Fellowship Program (page 2)
December 31	Deadline for submissions to the Promotion Commission Manual (page 12) Deadline for applications for AATF Commissions (page 12)
January 19	AATF Monthly Chat (page 36)
January 20	Deadline for applications for ASFAP Scholarships (page 34)
February 1	Deadline for submissions for Dorothy S. Ludwig Excellence in Teaching Awards (page 15) Deadline for submissions for ISE Language Matters Award (page 37) Deadline for submissions to the April <i>National Bulletin</i>
February 15	Deadline for submissions for AATF Summer Scholarships (see page 29)
February 15-28	National French Contest (FLES)
March 1	Deadline for submission for AATF Small Grants (page 40) Deadline for certain MLA Book Prizes (page 12)
March 1-28	National French Contest (levels 01-5)
March 9	Deadline for submissions to the FLES* Poster Contest (page 39)
March 15	Deadline for submissions for the Walter Jensen Scholarship for Study Abroad (page 18)
April 1	Deadline for certain MLA Book Prizes (page 12)
July 5-8	AATF Annual Convention in Chicago (page 20)
August 1	Deadline for submissions to special issue of the <i>French Review</i> (page 34)

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 convention, and support the work of the AATF. You will find their names in the advertising pages 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. Anyone who states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.

Note: The symbol  after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.