

NATIONAL BULLETIN

Volume 40, No. 2 November 2014



AATF RECEIVES GENEROUS GIFT FROM BENEFACTORS

Is the AATF worth your investment? Jane and Bruce Robert certainly think so. To show their support of the contribution that the AATF makes to the study of French, the Jane M. and Bruce P. Robert Charitable Foundation has just made a gift of \$100,000 to the association. They maintain that the work done by the AATF in promoting French enriches not only teachers and students, but society as well. So that this endeavor may continue, they have offered us their generous support.

Jane and Bruce Robert have been longtime friends of French. Jane's career included teaching French at

all levels from elementary through university. She sponsored several student exchanges and educational trips to France. When her husband Bruce accompanied her on one of them, he too discovered the charm of French, and later planned a trip for their son and his friends while they were only in middle school. He became a longtime friend of French, and together with Jane, they undertook several projects to increase the study and appreciation of French, among them the endowment of the first permanent chair, the Jane and Bruce Robert Professorship in French and Francophone Studies, at Webster University

(MO). With the establishment of this Chair, they hope to provide stability for French studies, and to enrich the greater St. Louis area with opportunities to speak the language and enjoy its culture.

Both Jane and Bruce Robert have received numerous awards for their work with French. The French Government recognized Jane by promoting her to the rank of *Officier dans l'Ordre des Palmes académiques*, as well as by awarding her its highest distinction, *La Légion d'Honneur*. The *Renaissance Française de Paris* awarded Jane its *Médaille d'or* for long term contributions to French language and culture. Jane currently serves as *Présidente honoraire* of this association. The *Fédération des Alliances françaises* has also honored her with Charbonnier Award for her work nationally. Both Jane and Bruce have received awards and recognition from Webster University, the city of St. Louis, and other universities and institutions.

Jane has been an active member of the AATF since her career began. In making the generous gift from the Foundation, she noted that she

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and her husband admire the work of the Association, and "hope that this gift will help the AATF of the United States to continue its very successful efforts in teaching French." They both also would like the AATF to help local chapters create programs for Lifelong Learning, to assist not only teachers currently in the profession but also those who are no longer active in the classroom.

We thank Jane and Bruce Robert for their generous gift, as well as for the confidence they have placed in our Association. This donation will enable the AATF to continue its current initiatives and to create new ones. It encourages all of us to see the high value placed on the study of French. With the help of this grant, we can face the future with greater security, and forge forward to promote the study of French and demonstrate its importance in today's world.

Mary Helen Kashuba, SSJ
Présidente
[kashubam@chc.edu]

NEW CONVENTION PROGRAM COMMITTEE SEEKS VOLUNTEERS

At the AATF Convention in New Orleans, the Executive Council decided that a Program Committee should be formed to help plan future AATF conferences.

Have you been involved in developing a conference program on the state or regional level? Do you have creative ideas on how to enhance our AATF convention program? We don't mean redesigning the cover or graphics of the printed program. We mean looking at things like more interactive sessions, perhaps off site, which will take advantage of local cultural resources or more plenary sessions with panels which target specific levels of instruction or redesigning the schedule. The AATF needs you! We are interested in your ideas. Once the committee is formed, it will meet virtually in the fall. To join this new committee, please e-mail Mary Helen Kashuba, SSJ, Chair [kashubam@chc.edu] and Joyce Beckwith [MmeJoyB@aol.com] and include a brief statement on your past experience with conference programs.

**SEE YOU IN
SAGUENAY!**

July 8-11, 2015

CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2015-2017, as a Commission Chair. 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. 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 1-3 years in length; and (8) include a budget (if required). Project proposals should be limited to two to three pages.

Commission Chairs must also agree to (1) maintain AATF membership; (2) prepare a report for 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 2015-2017, along with their objectives, are:

Advocacy: to propose products, materials, or services that help and encourage French teachers to advocate for French programs, both new ones and those threatened.

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 Mary Helen Kashuba SSJ [kashubam@chc.edu] by **December 15, 2014**. Contact her also to discuss ideas for projects.

AATF NATIONAL BULLETIN
Volume 40 Number 2 (November 2014)

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

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

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

MESSAGE FROM THE PRESIDENT

Dear Colleagues,

Greetings to all of you as you prepare to celebrate another National French Week! Remember that French lives on for every week of the year. Today more than ever we need to keep the relevance of French before the eyes of the public. While our first priority remains the study of a second or third language, we need to emphasize the role that French has held and will continue to hold as a world language. I would like to suggest a few ways of doing this.

First of all, publicize your program. The AATF has initiated an avenue for doing just this. Our new Exemplary French Program Award is open to all members of the AATF (see page 00). There is no limit to the number of schools that can receive it. You can see the details at [www.frenchteachers.org/hq/exemplaryprogram.pdf]. You also received the communication in the September issue of the *National Bulletin*. If your school qualifies, we will post your program on the Web and provide you with materials to publicize it in your city or town, as well as materials to use in your classroom. You can become a model for other teachers. Your administrators are more likely to support your program if it has been recognized by a national association. Parents and students will have greater appreciation for French in your school if you have been honored by the AATF. You do not need an exceptional program to be honored, simply a good one! You can contact me with any questions.

Secondly, enroll your students in the National French Contest. In 2015, the number of prizes will increase dramatically. Many more students will be eligible for the national medals and for certificates. Go to [www.frenchteachers.org/concours] for the details. Encourage your students to participate! In the words of Sid Teitelbaum, whom many of us fondly remember, "Every child is a winner." Hold an Awards Ceremony in your school, and participate in your Chapter's Awards Ceremony if they have one. Let your students experience the joy of being a winner in an academic discipline.

Thirdly, enroll your top high school students in the *Société Honoraire de Français*, and your college and university students in one of the National Honor Societies. Here also the AATF is planning to expand and will soon extend this honor to middle school students. The promise of admission into an Honor Society is a

great motivating tool for students, who find that can indeed excel. Once again, publicity is essential. Our colleagues and parents must see the popularity and success of French.

Have your students found good employment as a result of studying French? Have they enrolled in a post-secondary career-related program that includes French? Invite these graduates back to your school, or ask for a written testimonial. Post these in your school. Remember that the success of French goes beyond direct use of the language. Knowing French brings an awareness of cultural differences as well as critical thinking skills. Students often recognize this and will offer such comments spontaneously. However, don't forget to remind them while you have still them in your classes!

In order to justify the importance of French, you must be able to model the best teaching techniques, be they tried and true or newer implementations. The AATF offers this to you also. Do you have a lesson that works? Share it with your colleagues! Present it at a chapter meeting. Put it on Facebook or Twitter. Write an article for the *National Bulletin* or for *The French Review*. Submit a proposal for the national convention. Do you need fresh ideas? Go to the AATF Web site. Attend a chapter meeting. Read articles by your colleagues in the *National Bulletin* and *The French Review*. Come to the national convention.

This year, the AATF offers you a total immersion experience. In Saguenay, Quebec, everyone speaks French. The region has a proud history of writers, singers, and artists. Its natural resources and beautiful scenery offer a refuge from the bustle of city life. This year, the AATF is offering three scholarships for members who cannot ordinarily take advantage of the annual convention opportunity. Watch for the announcement and apply! The convention runs from July 8-11, 2015. Come early or stay later and explore the region. Attend the sessions and learn about *l'héritage français en Amérique*, the newest pedagogical tools, and French and Francophone culture in many forms.

Finally, remember that for our students, we represent French today. Programs succeed because they have good teachers. Part of our responsibility is professional development. We can always become better teachers. The AATF offers us this opportunity. As teachers of



a major world language, we likewise have the duty of advocacy. Become an active member of the AATF and join in the campaign for the promotion of French in your classroom, in your school, and in your community. *Bonne chance et bon courage!*

Mary Helen Kashuba

Mary Helen Kashuba, SSJ
Présidente, AATF
[kashubam@chc.edu]

AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **March 15, 2015**.

For complete instructions, go to the AATF Web site at [www.frenchteachers.org].

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."

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NEW! LA FRANCOPHONIE EN EUROPE

Special issue of *Dialogues et cultures* devoted to Switzerland and Belgium, edited by Marie-Christine Koop, Chair of the AATF Commission on Cultural Competence. See the full Table of Contents at [www.frenchteachers.org/hq/materials/switbelgvolume.pdf]. The volume can also be ordered through the AATF On-Line Store.

_____ Copies x \$25 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, P.O. Box 2617, Carbondale, IL 62902-2617

ÉTUDIANTS SANS FRONTIÈRES: CONCEPTS AND MODELS FOR SERVICE-LEARNING IN FRENCH

Fourteen university and high school teachers describe their successful academic-community collaborations. Providing a wealth of examples and experiences to be mined, this book is a godsend for French teachers seeking ways to give students a higher stake in enhancing their linguistic and cultural proficiency.

_____ Étudiants sans frontières x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, P.O. Box 2617, Carbondale, IL 62902-2617

CALENDRIER PERPÉTUEL

On what day...

- was the Édit de Nantes re-voked?
- 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.

**VISIT THE JNCL WEB SITE
www.languagepolicy.org**

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'espère que la fin du semestre d'automne se présente bien pour vous et vos élèves. En profitant des nouvelles technologies et des médias sociaux, nous cherchons à vous offrir davantage de possibilités de formation professionnelle, de communication et de collaboration. Utilisez ces outils pour profiter des intérêts et des aptitudes, sans parler d'obsessions, de vos élèves.

Les membres de la Commission de l'AATF sur la Technologie, sous la présidence de Catherine Ousselin, continuent à alimenter les pages Facebook et Twitter, la chaîne YouTube [AATFrench] et le site Delicious [delicious.com/aatfrench] qui vous offre des liens utiles. Suivez ces pages pour que vous receviez les renseignements les plus courants.

La fin de l'année et le printemps sont les moments propices pour promouvoir le français. Planifiez dès maintenant plusieurs activités ou événements en préparation aux inscriptions pour l'année prochaine. Soulignez l'importance du français comme langue commerciale, langue internationale et langue globale. Soyez sûrs que les élèves savent pourquoi il est utile d'apprendre le français pour qu'ils puissent convaincre leurs parents et leurs amis.

Si vous avez besoin d'autres arguments pour convaincre le public que le français est une langue globale du 21^e siècle, consultez l'article de Bill Rivers, Secrétaire générale de JNCL-NCLIS (voir page 7). Zachary Richard nous décrit l'importance croissante de la Francophonie américaine (page 25). Le français reste encore la langue de chez nous.

N'oubliez pas d'inscrire vos élèves au Grand Concours au mois de mars [www.frenchteachers.org/concours]. Si vous avez déjà un chapitre de la Société Honoraire de Français, utilisez la cérémonie de fin d'année et les activités pour faire parler du français dans toute l'école. Si vous n'avez pas de chapitre de la Société, formez-en un dès maintenant (voir la page 26).

Imaginez des projets conjugués avec des professeurs d'autres matières ou d'autres langues. Chaque fois que possible, invitez parents, administrateurs, conseillers et membres de la commission scolaire à observer et surtout à participer.

Recommandez des élèves pour l'*Outstanding Senior in French Award* (un élève ou étudiant par établissement par an; voir page 28) ou l'*Excellence in French Award* (autant d'élèves que vous voulez

à n'importe quel niveau; voir page 6). Si possible, faites de la présentation de ces prix un événement public et médiatique.

Si vous n'avez pas encore renouvelé votre cotisation pour 2015, veuillez bien le faire maintenant. Cela nous économise du temps et de l'argent quand tout le monde renouvelle avant le 31 décembre.

Depuis trois ans déjà, nous essayons de réunir une liste de tous les professeurs de français aux USA. Cette liste compte actuellement plus de 30.000 noms obtenus surtout des listes d'état et de certaines organisations. Cependant, il nous manque encore la moitié des états, et ces listes officielles ne recensent pas en général les professeurs dans le privé et au niveau supérieur. À titre d'exemple, on y trouve 12.692 personnes qui n'ont jamais été membre de l'AATF et 6506 qui ont été membre au moins pendant un an depuis 2000 mais qui ont laissé tomber leur adhésion.

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membre de l'AATF. Si vous tombez sur un nom ou une liste de noms, pensez à l'envoyer à [recruit@frenchteachers.org], même si l'information est partielle. Nous vérifierons le statut de cette personne, ferons des recherches pour trouver une bonne adresse et la contacterons à plusieurs reprises au moins une partie de ces enseignants. Si nous recrutions au moins une partie de ces enseignants, nous pourrions envisager de nouveaux services, des bourses, des documents pédagogiques ou promotionnels, des ateliers de formation et autres que nous ne pouvons pas nous permettre à l'heure actuelle.

Pour la cinquième année consécutive, nous allons organiser le *Future Leaders Fellowship Program* (voir page 6). Nous invitons chaque chapitre à nommer un/e candidat/e pour ce programme qui aura lieu avant le congrès de la Nouvelle-Orléans. Les «anciens» des années précédentes sont déjà devenus responsables dans leurs chapitres, présidents de commission ou administrateurs du Grand Concours. Si vous voulez en savoir plus, contactez Janel Lafond-Paquin ❀ à [madamep51@hotmail.com] qui dirigera le programme en 2015. Si vous vous intéressez à participer à ce programme, contactez le/la président/e de votre chapitre de l'AATF.

Dans les pages de ce numéro, vous trouverez des informations sur beaucoup

de projets et de programmes qui bénéficient aux membres de l'AATF et à leurs élèves et étudiants: *FLES* Poster Contest* (voir page 8), les bourses d'été (voir page 7), *AATF Small Grants* (voir page 12), *Ludwig Excellence in Teaching Awards* (voir page 16), *ISE Language Matters Award* (voir page 19), et la *Walter Jensen Scholarship for Study Abroad* (voir page 12).

Sous les auspices du *National Security Education Project* (NSEP), le gouvernement a créé depuis plusieurs années des programmes de longue durée pour subvenir au besoin du pays en professionnels qui maîtrisent à un niveau assez élevé le chinois, l'arabe. Les *Boren Awards for African Languages* sont ouverts aux étudiants qui possèdent déjà une certaine compétence en français. Le programme vise à améliorer leur compétence en français en même temps qu'ils commencent l'apprentissage d'une langue africaine. La formation aura lieu en partie au Sénégal. C'est une occasion unique pour les étudiants mais qui démontre également que le français est aussi une langue critique (voir page 12).

En faisant vos projets d'été, n'oubliez pas de venir nous rejoindre du 5-8 juillet à Saguenay, Québec. Saguenay se trouve au cœur de la région la plus francophone d'Amérique du Nord. Vous trouverez d'autres renseignements à la page 14 et sur le site de l'AATF dès que nous aurons confirmation des détails.

Si vous assistez aux congrès régionaux au printemps, je vous invite à passer visiter le stand de l'AATF dans le salon des expositions. Vous pouvez voir les documents que nous offrons et parler avec les représentants de l'association. Nous donnerons également une session sur les services de l'AATF.

Jayne Abrate
Secrétaire générale
[abrate@frenchteachers.org]

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/]

THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 6 & 7, 2015

Where: Hôtel Montagnais, Saguenay, Quebec

Proposed Schedule:

July 5: Arrival in Saguenay

July 6: Leadership Sessions, Working Dinner

July 7: Breakfast/Lunch/Leadership sessions. Janel Lafond-Paquin, Chair of the AATF Commission on Middle Schools, and a team of AATF leaders are planning and will facilitate the day-long workshop. Evening Reception with AATF Executive Council.

July 8: Introduction of Fellows at Opening Session of the Saguenay Convention.

July 8-11: Fellows attend Convention in Saguenay.

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].

CONTRIBUTIONS NEEDED

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].

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:

February 15, 2014: Deadline for fellows Applications

February 2015: Announcement of fellows selected and alternates

Requirements for Applicants:

1. Must be willing to attend the entire AATF convention in Saguenay.
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 Saguenay 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 [madamep51@hotmail.com] or [kashubam@chc.edu].

THE FRENCH REVIEW ANNOUNCEMENTS

The French Review welcomes articles for a Special Issue on "Alcools, drogues et visions: littérature et paradis artificiels—Gautier et le haschich, Verlaine et l'absinthe, Cocteau et l'opium, Michaux et la mescaline, Sagan et la morphine, Beigbeder et la cocaïne, mais aussi Hugo et les tables tournantes, voire l'écriture automatique des surréalistes."

This Special Issue will be published in May 2016. Scholars of literature, film, or cultural studies are encouraged to submit articles. Multidisciplinary approaches are welcome. Authors should consult our on-line Guide for Authors for the formatting requirements: [frenchreview.frenchteachers.org].

Submitted articles should be sent to the Editor in Chief [edward.ousselin@www.edu]. Deadline for submission:

August 1, 2015.

AATF EXCELLENCE IN FRENCH AWARD

The AATF has established a new award to recognize French students at all levels. This will allow teachers to reward students in each year of French study or multiple students in a given class. It will also allow teachers at the elementary or middle school levels or in community colleges to recognize their students. The AATF Outstanding Senior in French Award (see Web site or November issue) is still available for one exceptional senior student each year at the high school or university level. Nominations must be made by a current AATF member.

To qualify for the award, a student must:

- have demonstrated excellence in the study of French;
- be currently enrolled in French;
- have demonstrated commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, or French Club, Pi Delta Phi, tutoring;
- be a non-native speaker of French;
- be nominated by an AATF member.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; and a congratulatory letter will be sent to the principal or dean. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an *Armes de Paris* 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. Address questions to [sra@frenchteachers.org].

FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

- Recruit more students?
- Be more visible?
- Cultivate allies?
- Formulate cogent argument for studying French?
- Engage others to advocate for my program?

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

MESSAGE FROM EXECUTIVE DIRECTOR OF JNCL-NCLIS

Dear Colleagues,

As the leaves turn here in the Washington area, the Joint National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS) continues to advance our national message on the vital importance of language for the 21st century. Funding for the Federal Government as a whole continues to be terribly contentious. As you know, the Congress enacted a Continuing Resolution to fund the government at its current levels until mid-December, with some increased funding for the State Department, as a partial response to the ongoing crisis in Ukraine. The prospects for funding after mid-December hinge on the outcome of the mid-term Congressional elections; however, regardless of which party controls the House and Senate, it is likely that there will be continued downward pressures on the Federal budget as a whole. Nevertheless, the global security crises of the past few months—the Ukraine, the Ebola epidemic in West Africa, the heightening tensions in the South China Sea, Syria, Iraq, and ISIS—these and others have prompted a reevaluation of the cuts to the Defense (DoD) and Intelligence (IC) budgets, and as we have seen, some targeted investments in the Department of State.

Insofar as these changes in funding affect language and culture programs, we might well see increased investment from DoD, the IC, and the Department of State. Preliminary indications are that the programs in the U.S. Department of Education will remain at current levels, with the chance of a small increase for Title VI/Fulbright-Hays.

It bears noting that any increases we might see in funding due to the exigencies of global security should be greeted with a degree of trepidation. First, these increases would merely replace funds that had previously been cut. JNCL-NCLIS has consistently argued that such cuts, directed by the administration, are short-sighted and damaging in the long term to the national interest. Secondly, as recent events have shown, the heightened global security crises we face, however much they drive much-needed investment in language and cultural studies, are not to be celebrated. Lastly, absent sustained policy leadership and investment by the U.S. Department of Education, in both K-12 and higher education, we will not see the capacity required in language to meet global security needs, much less the needs for language in the

areas of social services and economic growth.

We see this acutely in the Russian government's recent suspension of its participation in the Foreign Leaders Exchange program (FLEX), which has been administered by JNCL-NCLIS member, the American Councils for International Education, since the creation of FLEX by Senator Bill Bradley in the early 1990s. Funded by the U.S. Department of State, this inbound program brings high-school students from across the former Soviet Union to the U.S. for an academic year. It stands as a clear example of how funding from agencies in our foreign affairs and national security areas benefits the larger good. JNCL-NCLIS will be working with American Councils to determine if any legislative or advocacy issues arise from this suspension.

Turning to the business needs for language, JNCL-NCLIS has launched two new initiatives. First, in collaboration with member organization Brigham Young University and Professor Phil Gardner of Michigan State University, we are surveying some 6,000 U.S. employers on their requirements for linguistically and culturally talented personnel. Dr. Gardner graciously agreed to include a module of questions on language and culture in his annual survey of hiring plans at these 6,000 companies. The survey has just ended, and we hope to see preliminary results soon. A second survey was launched this past week by the Globalization and Localization Association (GALA), a long-time partner of JNCL-NCLIS, to its 30,000 contacts. This survey is being conducted under the GALA Global Talent Program (GTP), which I have been asked to lead, as JNCL-NCLIS is a GALA member. A third survey will be launched soon in Great Britain, under the aegis of the Speak to the Future campaign of the British Academy. All three surveys use a common set of questions on the requirements for language and culture skills. The goal of this initiative is to document the actual demand for language and cultural skills, which we believe occurs most often in combination with stated requirements for other technical and business skills. A great deal, of course, has been written about the lack of qualified STEM personnel, in the U.S. and worldwide; we're trying to determine if our intuition, and what business leaders tell us anecdotally, is true—that is, STEM plus business skills plus language is actually needed and very hard to find.

A second initiative, which we have

just started, focuses on the treatment of independent contractors in the language industry by state governments. As many of our industrial members can attest, the language work force is a mix of regular employees and freelancers. While abuses in other industries have been widely publicized, the language industry is a canonical example of a place where freelance employment makes sense and has a long history. Working in partnership with the Association of Language Companies, JNCL-NCLIS will be developing educational materials for companies, so that they classify their work force properly; we want to be sure that our members have the tools to follow the rules. Secondly, we are working with Congress, and in particular, with the Small Business Committees, on a Concurrent Resolution to recognize the role that the language industry plays in the U.S. economy, from translation and interpreting to language training and testing to localization.

In other news, we welcome a number of new members to JNCL-NCLIS:

Berlitz Languages, Inc.

Digital Learning Alliance

Partners for Language in the U.S.

Qatar Foundation International

Rockant, Inc.

Please join me in welcoming them to our organization.

As always, we work for you, so please do not hesitate to contact me or Rachel Hansen with your ideas or concerns.

Bill Rivers

Executive Director, JNCL-NCLIS

[writers@languagepolicy.org]

AATF SUMMER SCHOLARSHIPS

We do not yet have confirmation of our summer scholarships for 2014. In the past we have had scholarships to France, to Belgium, and to Quebec. The application process will be the same as in the past. The current application process is posted on our Web site at: [www.frenchteachers.org/hq/scholarships.htm].

IT'S DELICIOUS!

Visit the AATF Delicious bookmark site at [Delicious.com/aatfrench]. The site contains 120+ links for French teachers and learners. The links are categorized by themes, including technology, lesson ideas, Francophone culture, and professional issues.

AATF COMMISSION ON FLES* 2015 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2015 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 "Louis XIV à la Louisiane: Le Voyage de la langue française/Louis XIV to Louisiana: The Voyage of the French Language."

This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

1. Entries **MUST** be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]). All information must be completed for the poster to be submitted.
5. Entries will be limited to **THREE PER TEACHER FOR EACH CATEGORY**. The teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and

effort.

6. Each teacher should send the posters postmarked by **March 1, 2015** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. 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 2015 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 Telephone: _____

Teacher's Email: _____

SIGNATURES (All are required)

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

Student _____ Date _____

Parent/Guardian _____ Date _____

Sponsoring Teacher _____ Date _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

AATF 2014 EXECUTIVE COUNCIL

Mary Helen Kashuba, SSJ, President [2015]

Chestnut Hill College
9601 Germantown Avenue
Philadelphia, PA 19118-2695
Ph: 215-248-7124
E-mail: [kashubam@chc.edu]

Jayne Abrate, Executive Director [2016]

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P.O. Box 2617
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Ph: 815-310-0490; Fax: 815-310-5754.
E-mail: [abrate@frenchteachers.org]

Steven Daniell, Vice-President [2015]

Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, TX 76105
Ph: 817-531-4900; Fax: 817-531-6503
E-mail: [sdaniell@txwes.edu]

Madeline Turan, Vice-President [2016]

SUNY at Stony Brook
1080 Humanities
Stony Brook, NY 11794
Ph: 631-632-7440; Fax: 631-632-9612
E-mail: [madeline.turan@gmail.com]

Jane Romer, Vice-President [2014]

202 Colonial Drive
Burlington, NC 27215
E-mail: [romerj@elon.edu]

Edward Ousselin, Editor in Chief, French Review [2016]

Western Washington University
Modern & Classical Languages
Humanities 203
Bellingham, WA 98225-9057
Ph: 360-650-2092; Fax: 360-650-6110
E-mail: [edward.ousselin@wwu.edu]

Nathalie Degroult, Managing Editor, French Review [2017]

Siena College
515 Loudon Road
Loudonville, NY 12211
E-mail: [nathalie.degroult@siena.edu]

Jane Black Goepper, Editor, National Bulletin [2016]

2700 Ashland Avenue at Victory Parkway,
Suite 22
Cincinnati, OH 45206
E-mail: [nbeditor@frenchteachers.org]

Lisa Narug, Director National French Contest [2016]

P.O. Box 3283
St. Charles, IL 61874-3283
Ph: 630-677-2594; Fax: 630-208-8189
E-mail: [legrandconcours@sbcglobal.net]

Joyce Beckwith, Region I (New England) Representative [2014]

159 Main Street
Stoneham, MA 02180
E-mail: [mmejoyb@aol.com]
Chapters: CT, Eastern and Western MA, ME, NH, RI, VT

Marie-Christine Massé, Region II (New York & New Jersey) Representative [2015]

New School
66 West 12th Street
New York, NY 10011
E-mail: [massem@newschool.edu]
Chapters: Metropolitan, Nassau, Suffolk, Westchester, NY, Central NY, Hudson Valley, Pays du Nord, Rochester, Western NY, New Jersey

Christine Gaudry, Region III (Mid-Atlantic) Representative [2016]

McComsey Hall 239
Millersville University
Millersville, PA 1755
Ph: 717-872-3663; Fax: 717-871-2482
E-mail: [christine.gaudry@millersville.edu]
Chapters: Central PA, DE, MD, Northeastern PA, Northern VA, Philadelphia, Pittsburgh, Susquehanna Valley, VA

Catherine Daniélou, Region IV (Southeast) Representative [2015]

University of Alabama at Birmingham
Birmingham, AL 35294
E-mail: [danielou@uab.edu]
Chapters: AL, FL, GA, MS, NC, SC

Fred Toner, Region V (East Central) Representative [2016]

Gordy Hall 279
Ohio University
Athens, OH 45701
Ph: 740-593-4582; Fax: 740-593-0729
E-mail: [toner@ohio.edu]
Chapters: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV

Eileen Walvoord, Region VI (West Central) Representative [2014]

2525 Lawndale Avenue
Evanston, IL 60201
E-mail: [eileenwalvoord@gmail.com]
Chapters: Chicago, Kansas City, St. Louis, Downstate IL, IA, MN, WI

Marie Schein, Region VII (South Central) Representative [2016]

Texas Christian University
2800 S University Drive
Fort Worth, TX 76129
E-mail: [m.schein@tcu.edu]
Chapters: AR, KS, LA, NE, Central TX, El Paso, Hautes Plaines, Houston, North TX, OK, South TX

Marie-Magdeleine Chirol, Region VIII (Southwest) Representative [2014]

Whittier College
Languages and Literatures
13406 Philadelphia Street
Whittier, CA 90601-4413
E-mail: [mmchirol@whittier.edu]
Chapters: AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT

Ann Williams, Region IX (Northwest) Representative [2015]

Metropolitan State College of Denver
Campus Box 26
P.O. Box 173362
Denver, CO 80217
E-mail: [gascona@msudenver.edu]
Chapters: CO-WY, ID, MT, ND, OR, SD, WA/AK/AB/BC

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@sbcglobal.net]

AATF 2014 NATIONAL COMMISSIONS

Commission on Advocacy

Search for new Chair
Contact President
[kashubam@chc.edu]

Commission on Cinema

Joyce Beckwith, Co-Chair [2016]
E-mail: [mmejoyob@aol.com]

Dolliann Hurtig, Co-Chair [2016]

Louisiana Tech University
P.O. Box 3178
Ruston, LA 71272
E-mail: [dhurtig@latech.edu]

Commission on Cultural Competence

Michèle Bissière, Co-Chair [2015]
UNC Charlotte
Languages and Culture Studies
9201 University City Boulevard
Charlotte, NC 28223
E-mail: [mhbissie@unc.edu]

Marie Schein, Co-Chair [2015]

Texas Christian University
2800 South University Drive
Fort Worth, TX 76129
E-mail: [m.schein@tcu.edu]

Commission on FLES*

Karen Campbell Kuebler, Chair [2014]

709 Sudbrook Road
Pikesville, MD 21208
E-mail: [kkcdanser@verizon.net]

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up 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 and information on ordering supplies. 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*, P.O. Box 2617, Carbondale, IL 62902-2617; phone: (607) 821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

Commission on French for Business and Economic Purposes:

Deb Reisinger [2015]
06 Languages Building
Duke University
Durham, NC 27708-0257
E-mail: [debreis@gmail.com]

Commission for the Promotion of French

Justin Frieman, Chair [2016]
Adlai E. Stevenson High School
1 Stevenson Drive
Lincolnshire, IL 60069
E-mail: [justinfrieman@yahoo.com]

Commission on High Schools

Anne Jensen ♣, Chair [2014]
Henry M. Gunn High School
780 Arastradero Road
Palo Alto, CA 94306
E-mail: [annejensen@att.net]

Commission on Middle Schools

Janel Lafond-Paquin ♣, Chair [2015]
Rogers High School
15 Wickham Road
Newport, RI 02840
E-mail: [madamep51@hotmail.com]

Commission on Student Standards

Rebecca Fox, Chair [2015]
George Mason University
4400 University Drive
Fairfax, VA 22030-4444
E-mail: [rfox@gmu.edu]

Commission on Professional Teacher Standards

Adina Alexandru ♣ [2014]
Southington Public Schools
720 Pleasant Street
Southington, CT 06489
[adinaalex@live.com]

Commission on Technology

Catherine Ousselin, Co-Chair [2016]
Mount Vernon High School
314 North 9th Street
Mount Vernon, WA 98273
E-mail: [catherineku72@gmail.com]

Commission on Universities

Scott Sheridan, Chair [2017]
Illinois Wesleyan University
1312 Park Street
Bloomington, IL 62701
E-mail: [sps Sheridan@comcast.net]

2014 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 2014 membership year (September 2013-August 2014)

PATRON

Jayne Abrate (IL), Jana Brill (KY), Paul Creamer (NY), Helen Cummings (MA), Catherine Daniélou (AL), Ruth Doyle (MO), Phyllis Dragonas (MA), Lollie Eykyn (SC) Madeleine Flanagan (FL), Michael Fuller (CA), Ada Giusti (MT), Stirling Haig (NC), Hannelore Jaraus (NC), Fred Jenkins (IL), Catherine Kendrigan (IL), Rebecca King (KY), Robert Lafayette (LA), Lena Lucietto (LA), éliane Mckee (NY), Mary Jo Netherton (KY), Davara Potel (OH), Jane Robert (MO), Alice Strange (MO), Albert Valdman (IN), Rebecca Valette (MA), Karen Woodward (WI)

ANNIVERSARY CLUB

Dorothy Brecher (NY), David Greenberg (FL), Mraie-Christine Koop (TX), Daniel Verin (OH), Rosalie Vermette (IN)

SUSTAINING MEMBER

Barbara Anderson (MN), Bernard Aresu (TX), Michèle Bissière (NC), Paul Bridgeford (MN), Frederick Carlo (MA), Kay Cipperly (WI), Donna Clementi (WI), Carrol Coates (NY), Myrna Delson-Karan (NY), Leila Falt (AL), Cynthia Fox (NY), Connie Fredericks-Malone (NY), Marie Hayes (CT), Suzanne Hendrickson (MO), Alfonso Hernandez (CA), Patricia Hunt (WA), Louise Jefferson (MI),Carolynn Johnson (MN), Stephen Kiley (MA), Carole Kruger (NC), Reid Lewis (IL), Eleanor Lieberman (IL), André Maman (NJ), Chris Michaelides (LA), Evelyne Nicolaou (CA), Donald Nolan (NY), Geraldine O'Neill (NY), Cynthia Running-Johnson (MI), Gregg Siewert (MO), Mariah Silva (NJ), Margot Steinhart (IL), Ann Sunderland (MO), Cynthia Swope (VA), Anita Thies (IL), Jean-Jacques Thomas (NY), Fred Toner (OH), Maria Trebbly (ID), Marie-L Vazquez (NY), Nancy Wolman (NY), Cathy Yandell (MN)

REGIONAL REPORTS

REGION III: MID-ATLANTIC

Region III includes Western Pennsylvania, Central Pennsylvania, Philadelphia, Northeast Pennsylvania, Maryland, Delaware, Northern Virginia/Washington DC, and Virginia.

Region III is especially proud of two of its members who were selected to participate in the 2014 AATF Future Leaders Fellowship program, Linda Twedt (Western PA Chapter) and Catherine Mazzola (Virginia Chapter).

Two of the 2014 Award winners were from Region III as well and were recognized for their outstanding work: Frank G. "Tripp" DiNicola III (Virginia Chapter) was given the AATF/ISE Language Matters Award, and Professor Martine Motard-Noar (Maryland Chapter) received the Dorothy S. Ludwig Excellence in Reaching Award at the Post-Secondary Level.

The 2014 *Boursiers* included Elizabeth Jett (Maryland Chapter) who received a grant from the Quebec government, while Lara Miller (Central Pennsylvania

explore more opportunities. My hope is that we can here learn from each other and support each other.

Communication – Visit the Florida Chapter Web site at [www.flaatf.com] and become inspired. The chapter communicates with its members through an array of means: you can follow the chapter on Facebook and Twitter, you can receive their *Bulletin* in your e-mail box, and you can consult the Web site where any French teacher can find better professional shopping "deals" and information than at Carrefour, to be honest! "Become A Member of AATF-Florida" provides a detailed list of why we should join the AATF and a nice visible red button in case you are not sure where to click to get to the forms to fill. *Bulletin* archives are available. Technology that you can use is highlighted with little videos taken from YouTube. The Florida Foreign Language Association and SCOLT Web sites are readily accessible. In a nutshell, this is how we need to address how we com-

advocacy resources, through our Web pages. Advocacy is what allows Mississippi to expand its membership, slowly but surely. This year I would like to highlight how advocacy and engagement intersect as we strive to inspire our colleagues to learn and use new tools or new ways to achieve higher results or different outcomes. The Florida Chapter started offering free webinars last year. But we also continue to find fine advocates for what we do and are all about. Atlanta's *Consulat de France* and its *Attachée culturelle adjointe* Aurélie Surble have been particularly supportive, offering training opportunities and workshops through the Services of the French Embassy in the U.S. They have been our strong advocates and in turn have allowed us to become stronger advocates for ourselves. It is with a true *pincement de coeur* that we had to say goodbye to Aurélie this August. Her new incoming colleague will have big shoes to fill, no doubt.

Building solid partnerships in our

Building connections is the heart of the AATF mission in the southeast.

Chapter), Sarah Weeks Moran (Virginia Chapter), and Kathryn Wheelock (Northern Virginia/Washington, DC Chapter) were awarded a teacher training grant from the French government.

All Region III chapters continued to cosponsor several professional development events throughout the year for their members and support the celebration of National French Week.

On a sad note, two of the Region III chapters decided to become inactive. We would like to encourage teachers in those areas to consider taking a leadership role and fighting for *l'avenir du français!*

Respectfully submitted
Christine Gaudry
Region III Representative
[christine.gaudry@millersville.edu]

REGION IV: SOUTHEAST

Building connections is the heart of the AATF mission in the southeast. Communication, immersion experiences, advocacy, meaningful partnerships, the recruiting of new members remain the core of what each AATF chapter in Region IV has been working on, day after day, in a diligent effort to help French teachers stay involved, active, and connected. In this light, allow me to highlight a few initiatives and encourage you to

communicate in our professional realm, from multiple perspectives. Also, I encourage all of you to check your chapters on social media (Facebook, especially) and the Web; this is where you will make connections, find your colleagues, learn of opportunities, and make new friends.

Immersion activities – Those are critical to our region, as many teachers cannot afford to travel abroad or have family obligations and/or want to be part of a unique experience *en français*. It takes a lot of care and time to plan full immersion activities, and indeed it does take some *soucis* as well, but whether it is Florida's immersion weekend *Séjour sans soucis* or the Broward/Palm Beach's Meet and Greet, South Carolina's Fall Workshop and Spring Book Club, Georgia's *Camp d'Immersion* for French teachers, the *Alliance française* of Jackson's Immersion Experience in Mississippi, North Carolina's immersion camp for children, or Alabama's WILD immersion weekend for high school students, immersion experiences flourish in our region, year after year. They are our strongest assets.

Advocacy - Advocacy is showing how strong our voice can be as well, as it allows for the sharing of information that is key to our thriving and at times key to our survival. Last year, I wrote about our

communities helps us to make new friends, expand our membership, and offer a great array of opportunities. For example, over the past two years a good number of Alabama Chapter members were able to participate in a full French immersion experience offered by the Alabama Humanities Foundation (Alabama's NEH affiliate). The Georgia Chapter has continued working with considerable energy to help make the Atlanta *Francofonie* Festival a huge success. Partnering with Oglethorpe University in Atlanta allowed the chapter to find a great host for its conference as the Oglethorpe Museum of Art offered a beautiful exhibition entitled "Picasso, Braque & Léger: 20th Century Modern Masters." The second annual *Fall Festival du Film CinéCola* (French/Francophone Film Festival in Columbia, SC) was made possible through a partnership of the South Carolina Chapter, the Columbia Museum of Art, and the *Tournées du Cinéma*, and allowed for a special *Concours de Cinéastes en Herbe* for all high school and college students to take place.

Last, allow me to highlight how the challenges we face can be diverse. Winter 2014 tested our resilience. Virtually every one of us north of the Florida border battled with the cold, ice, snow, dreadful weather conditions we are not used to.

Terrible travel conditions and challenges resulted in some conferences or immersion weekends having to be cancelled, in Alabama and in North Carolina for example, and many complications with the *Grand Concours*. Let's hope for gentler conditions this upcoming year. I thank you, French teachers of the Southeast and all others, for your determination, dedication, hard work, and good will.

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

BOREN AWARDS AND THE AFRICAN LANGUAGES INITIATIVE FOR FRENCH

The applications for the 2015-2016 Boren Scholarships and Fellowships are now available at [www.borenawards.org]. Boren Awards, an initiative of the National Security Education Program, provide unique funding opportunities for U.S. undergraduate and graduate students to study in Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East, where they can add important international and language components to their educations.

We are pleased to announce that the African Languages Initiative (AFLI) will again include French, for applicants who are at an intermediate-high or above proficiency. Through this initiative, Boren Scholars and Fellows will study French domestically in summer 2015 and in Senegal during fall 2015. These programs will also include survival Wolof.

In addition to French, the African Languages Initiative is again available for applicants interested in studying Akan/Twi, Portuguese, Swahili, Wolof, or Zulu.

To learn more about the Boren Awards and the African Languages Initiative, to register for one of our upcoming webinars, and to access the on-line application, please visit [www.borenawards.org]. We have webinars that focus on AFLI scheduled for November 14 and January 7. You can also contact the Boren Awards staff at [boren@iie.org] or 1-800-618-NSEP with questions.

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 [small.grants@frenchteachers.org] by **March 1, 2015**: (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 matched 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 2015 are encouraged.

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 \$2000 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 2015-2016.

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 \$2000 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

The application form is available on the AATF Web site at [www.frenchteachers.org]. Application materials should be e-mailed in Word or pdf format to [scholarships@frenchteachers.org]. 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, 2015**.

2015 AATF ANNUAL CONVENTION SAGUENAY, QUEBEC, JULY 8-11, 2015

CONNECTICUT CHAPTER

- The Chapter created a calendar of activities for the year to attract and support CT French teachers as well as change and increase the methods of communication with them.
- In the fall, the chapter sponsored a wine and cheese reception and discussion on using Skype to connect with classes in France. It organized a concert of the Canadian group, Mankadal, for National French Week for French students of the state. The *Comité exécutif* did a great deal of research and updated the list of French teachers in the state and began communicating with them regularly via e-mail.
- In January the chapter sponsored a Tip Swap at a local restaurant. Over 40 teachers enjoyed a Friday-night idea-sharing and social rendez-vous. Over 3250 students participated in the *Grand Concours*, and the chapter also held an Awards ceremony to honor the winners and to present a monetary prize to an outstanding senior French student, Lucia Duenas-Bianchi from Glastonbury High School who was chosen as a result of her fine essay, application, and interview.
- In the spring the chapter held a workshop on TV5 and also organized a Saturday luncheon/talk about the role of French at the United Nations. The chapter Web site was rebuilt and has a new address [www.aaftct.org].
- Jon Shee was elected the 2014-2016 President and the Vice-President is Sandi VanAusdal.
- Four committee members represented the chapter at the national AATF convention in New Orleans.

GREATER KANSAS CITY CHAPTER

The Greater Kansas City (GKC) Chapter had its fall meeting and luncheon in September. About a dozen members attended.

Our new and/or re-elected chapter officers were presented to the members:

- President: Katie Madigan
- Vice-President / President-Elect: Susie Hennessy
- Secretary: Michael Foster
- Treasurer: Brandi Prunte

In addition to voting on two proposals, national AATF Past-President Ann Sunderland discussed the upcoming AATF convention to be held from July 8-11, 2015 in Saguenay, Quebec. She also

gave an informative overview of the area including things to do and see.

Several members discussed sessions they attended at the 2014 AATF convention in New Orleans. Brandi Prunte discussed sessions she attend on flipping the classroom and how to promote French. Ann Sunderland discussed sessions she attended on teaching Quebec history and culture through film and on planning a study abroad trip in France. Katie Madigan discussed a session she attended on how to discuss WWI in class. Additionally, Melanie Adams discussed two Web sites "vousnousils" [www.vousnousils.fr] and TES Connect [www.tes.co.uk] that provide educational resources for teachers.

Upcoming events were presented. The first is the 2014 Foreign Language Association of Missouri (FLAM) conference in October in Kansas City. The second event mentioned was the annual *Journée d'immersion* for AATF members that tentatively will be held in early 2015 at Rockhurst University.

We enjoyed our fall meeting and left energized for teaching and upcoming French activities!

TENNESSEE CHAPTER

Annual Meeting 2013

The Tennessee Chapter held its annual meeting in November 2013 at the Tennessee Foreign Language Teaching Association (TFLTA) Conference. The meeting was presided by Jane Weaver, Chapter President. Thirty-three members attended, just over one third of our membership.

Will Thompson reported on the 2013 National French Contest. Nearly 100,000 students entered nationally, 2,987 of those from Tennessee, an increase over the previous year of more than 150 students, ranking the Tennessee Chapter eighth in the nation. We had nearly 300 nationally ranked students, including one gold medal winner and thirty silver medalists. The gold medalist was from Houston High School in Germantown (teacher: Rachel Markovitz). A total of 80 teachers from 60 schools. All teachers present at the meeting who entered students in the contest were recognized and thanked for their efforts.

Ms. Weaver promoted the AATF Future Leaders Fellowship Program to be held immediately prior to the AATF Convention in New Orleans in July 2014, especially as we would have two officer positions coming up for election. She re-

mind members that she had attended the program in Montreal and it had been extremely useful.

Our original program for the AATF-sponsored business session at the TFLTA conference had been the Deputy Cultural Attaché from the French Consulate in Atlanta. Due to an unfortunate last-minute date change by conference organizers, Ms. Surble had been unable to attend. Melanie Taylor, Pope Jean Paul II High School in Nashville, stepped in to present a session. In addition, Amélie de Gaulle, *Consul honoraire de France*, was invited to the luncheon meeting and was able to update members on her activities in Tennessee as well as those of the Consulate in Atlanta.

Ms. Weaver asked members to contact her with ideas of ways in which the chapter could help them, for example, with professional development.

The chapter again sponsored an exhibit during the TFLTA conference where officers spoke with potential members about the benefits of AATF membership. Members of Franklin High School's and MLK Magnet High School's (Nashville) *Société honoraire de français* (SHF) helped staff the exhibit to speak with teachers about the advantages of establishing an SHF chapter.

Spring 2014

Will Thompson reported results of the 2014 National French Contest in an e-mail to participating teachers in our region. These showed that Tennessee was once again ranked amongst the top chapters in terms of numbers of students entering (almost 3,300), putting us in sixth place nationally in term of enrollments. A total of eleven students earned silver medals, and we had two gold medalists. A complete report will be given at the chapter's annual meeting in November.

The chapter agreed to help cover lodging costs for the speaker at the Summer University at the University of Memphis, sponsored by the French Consulate in Atlanta. This three-day workshop is entitled "Photo Expression & Teaching French for Professional Purposes through Global Simulations." Teachers from the southeastern states served by the Consulate will be eligible to participate.

Plans are underway for the annual meeting in November 2014 during the TFLTA Conference. Jayne Abrate, Executive Director of the AATF, has agreed to speak at the chapter-sponsored busi-

ness session on the topic of advocacy. The chapter will once again sponsor an exhibit at the conference to promote membership. The Executive Board has agreed to partially subsidize the French workshop prior to the conference for chapter members. Also, in response to a request from TFLTA, the Executive Board agreed to help defray part of the luncheon meeting costs.

Respectfully submitted
Jane Weaver, President
[jane.weaver@mnp.org]

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-84 (1927-2011) 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].

BOURSES D'ÉTÉ POUR 2015

L'ASFAP (*American Society of French Academic Palms*) décerne deux bourses d'été par an à des étudiants qui apprennent le français aux niveaux secondaire et supérieur. Les bourses pour 2015, que notre société subventionne grâce à la générosité des membres, montent à \$4000 chacune. Les critères et les formulaires de demande se trouvent actuellement sur le site Web d'ASFAP: [www.frenchacademicpalms.org]. La date limite pour la remise des dossiers est le **20 janvier 2015**. Pour tout renseignement supplémentaire, veuillez vous adresser à John C. O'Neal [joneal@hamilton.edu].

CONVENTION HIGHLIGHTS: SAGUENAY, QUÉBEC EN 2015

Le prochain congrès de l'AATF aura lieu du 8 au 11 juillet 2015 dans la ville de Saguenay, Québec.

Hôtel

Le congrès se tiendra à l'Hôtel Montagnais, un hôtel indépendant avec un centre de congrès exceptionnel ainsi que des activités pour toute la famille [www.lemontagnais.qc.ca/index.php]. Les tarifs que nous avons négociés pour les chambres varient entre 104\$ et 144\$ Can. selon la catégorie de chambre sélectionnée ou entre \$114 et \$184 Can. avec petit déjeuner (ou déjeuner comme ils disent au Québec). Vous trouverez plus de renseignements dans le prochain numéro du *National Bulletin*, y compris comment procéder à votre réservation. La date limite pour les réservations de chambre à tarif préférentiel sera le 7 juin 2015.

À quelques pas de l'hôtel, vous trouverez des restaurants allant de McDonalds à une microbrasserie à des restaurants plus élégants, deux supermarchés, une pharmacie et même un magasin Archambault. Il y a un réseau de bus qui dessert la ville ainsi que le petit bus touristique décrit ci-dessous. Donc même si vous n'avez pas votre propre voiture, vous pourrez profiter de tout ce que la ville offre.

Inscription

Les inscriptions seront ouvertes au mois de février. Il y aura plusieurs tarifs qui varient selon la date d'inscription et les choix d'excursions ou d'activités. Nous ne pouvons pas encore vous donner un tarif final, mais il sera probablement aux alentours de 275\$-300\$. La date limite pour la pré-inscription sera le 1^{er} mai 2015 et la date limite pour l'inscription au tarif réduit le 7 juin 2015.

Programme

Nous prévoyons un programme de qualité avec des présentations et ateliers animés par les membres de l'AATF, bien sûr, mais aussi en profitant des intervenants, professeurs et experts locaux. Si vous souhaitez soumettre une proposition, vous pouvez le faire en ligne à [www.frenchteachers.org/convention/proposal/].

Activités

Les trois arrondissements de Saguenay (Chicoutimi, Jonquièrre et la Baie) offrent en été une vie culturelle riche et animée. Le petit bus touristique permettra aux congressistes de profiter de l'histoire et de la culture de la ville en visi-

tant les musées comme celui de la Petite Maison Blanche, rescapée des grandes inondations de 1996, celui de la Pulperie qui héberge actuellement le Musée du Saguenay et l'oeuvre de l'artiste local Arthur Villeneuve ou encore le Musée du Fjord à la Baie avec sa visite virtuelle du fjord et son aquarium. Les visiteurs peuvent magasiner dans les boutiques et librairies de la ville. En soirée, ils peuvent déguster la cuisine locale et participer aux nombreux festivals ou concerts organisés tout le long de l'été [http://tourisme.saguenay.ca/fr/activites-et-attraits/circuits-et-tours-guides/autobus-touristique/horaire-des-circuits].

La Fabuleuse

La Fabuleuse Histoire d'un royaume est un spectacle, commencé en 1988, et depuis vu par plus d'un million de personnes, qui raconte l'histoire du Royaume du Saguenay, ainsi appelé par Jacques Cartier. C'est «un immense fresque relatant l'histoire du Québec» depuis les Amérindiens, à travers les visites de Cartier et de Champlain jusqu'à nos jours. La centaine de comédiens sont tous des habitants de la ville. L'inscription au congrès de l'AATF comportera une soirée inoubliable pour voir *La Fabuleuse*.

Accès

Il y a un certain nombre de vols directs à l'aéroport de Bagotville qui dessert Saguenay, mais il est important de réserver bien à l'avance pour avoir des tarifs intéressants. Les congressistes qui préféreront atterir à Montréal ou à Québec pourront faire la dernière partie du trajet en voiture ou en autocar. En plus des liaisons régulières, l'AATF organisera des navettes exprès pour les congressistes à partir de l'aéroport de Québec. Pour plus de renseignements concernant l'accès à la ville de Saguenay, consultez [http://tourisme.saguenay.ca/en/infos-pratiques/acces-a-saguenay/].

Pour ceux qui voudraient venir en voiture à plusieurs, Saguenay se situe à 326 miles de Portland, ME ou à 415 miles de Boston ou d'Albany, NY.

Le comité local travaille déjà pour assurer que vous profiterez pleinement de votre séjour dans la région et pour mettre en évidence tout le long du congrès l'histoire, la langue et la culture saguenéennes.

Pour les renseignements les plus à jour, consultez [http://www.frenchteachers.org/convention].

M MEMBERS' NOTES

On Thursday, October 9, friends of **Dr. Dolliann Hurtig**, Mesdames Michelle Jimmerson and Rosemary Ewing, gave a reception at Louisiana Tech University, to honor her work in the production of the AATF book publication, *Allons au cinéma: Promoting French through films*.

Dolliann served as Editor of the publication and Madame Joyce Beckwith, AATF Region I Representative, served as Assistant Editor. Both Dolliann and Joyce will again work together for Volume II. The response to the second volume has been very positive, and Joyce and Dolly, Co-Chairs of the AATF Commission on Cinema, are grateful to all AATF members who have expressed their interest in contributing to the production of a second volume.

Marie-Christine Koop, présidente honoraire de l'AATF, a reçu la médaille de l'Ordre des francophones d'Amérique conférée par le Premier ministre du Québec. La cérémonie a eu lieu le 25 septembre à l'Assemblée nationale du Québec en présence de nombreuses personnalités dont Jayne Abrate, Secrétaire générale de l'AATF, et le Consul des États-Unis qui étaient venus féliciter Marie-Christine. L'Ordre des francophones d'Amérique est une décoration décernée annuellement depuis 1978 par le Conseil supérieur de la langue française. Cette distinction reconnaît les mérites de personnes qui se sont consacrées ou qui se consacrent

au maintien et à l'épanouissement de la langue française en Amérique, ou qui ont accordé leur soutien à l'essor de la vie



Dr. Tobin with U.S. Rep. Lois Caps, Santa Barbara, CA

française sur le continent américain.

La Renaissance Française, a non-profit organization founded in France in 1916 by French president Raymond Poincaré, awarded its gold medal for the promotion of French language or culture to **Ronald W. Tobin**.

France's ambassador to the U.S., François Delattre, Honorary President of Renaissance Française – USA, presented medals to all the recipients at an awards ceremony at the Residence of France in Washington, DC on July 8. *La Renaissance*

Française operates under the patronage of France's Ministry of Foreign Affairs, Ministry of the Interior, Ministry of Defense, and Ministry of Education.

Dr. Tobin is Research Professor of French at the University of California, Santa Barbara, where he also served until recently as Associate Vice Chancellor for Academic Program. Knight-

ed by the French government five times and awarded a prize by the *Académie française*, Professor Tobin has published 15 books and editions and some 200 articles, book reviews, and prefaces. He was also Editor of *The French Review* for 12 years. As a scholar, teacher, and administrator, he has worked tirelessly to promote French literature and language in the U.S.

AATF PUBLICATIONS AVAILABLE

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://summapub2.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.

REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 00 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].



De gauche à droite: Michelle Morin-Doyle, maire suppléante de la ville de Québec; Conrad Ouellon, président du Conseil supérieur de la langue française; Marie-Christine Koop; Hélène David, ministre de la Culture et des Communications, responsable de la protection et de la promotion de la langue française; Jean-Marc Fournier, ministre des Affaires gouvernementales canadiennes et de la Francophonie canadienne. (crédits Rémy Boily)

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and 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 2014, 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 Saguenay, Quebec in July 2015.

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, 2015**.

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, 2015**. 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 (one file with the candidate's name in the file name) to [awards@frenchteachers.org]. The nomination must be received no later than **February 1, 2015**.

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

RECRUTER DE NOUVEAUX ÉLÈVES EN JOUANT AUX BOULES! ENTRETIEN AVEC SHANNON HODGE, PROF DE FRANÇAIS AU LYCÉE DE BELLEFONTAINE ET GRAND AMATEUR DE PÉTANQUE

Bien que Shannon Hodge ne soit devenue membre officiel de la Fédération de Pétanque USA qu'en 2013, elle pratique le sport depuis des années. Son adhésion récente à la Fédération lui a ouvert tellement de portes, aux niveaux personnel et professionnel, qu'elle déborde de passion en parlant de son sujet préféré. Cette passion est partagée par ses élèves qui, en devenant membres de la fédération pour le petit prix de \$5.00, se voient engagés dans un sport international avec des concours et des ateliers qui développent leur confiance et les mettent en contact avec des personnages mondialement connus. L'enthousiasme de Shannon est contagieux, et ses chiffres en français le prouvent. Qui aurait pensé que la pé-

tanque aurait fourni tellement d'opportunités aux élèves de la petite ville de Bellefontaine? Et qui aurait pensé à la pétanque comme moteur de recrutement? Dans cet entretien, Shannon souhaite partager son histoire d'amour pour la pétanque et l'effet boule de neige qui ne cesse de créer autour de ce sport une vague d'intérêt pour les études de français.

Q: Quand est-ce que tu as commencé à jouer à la pétanque?

R: Je suis membre du Club de Pétanque de Zanesfield depuis un peu plus d'un an, mais j'y joue avec mes élèves depuis très longtemps. Maintenant, en tant que membre du Club, j'y joue trois fois par semaine. Je m'entraîne régulièrement et je voyage avec le Club. Je suis allée en Californie pour le concours national où la septième place est revenue à mon équipe de triplettes féminines. J'aurais bien aimé y gagner parce que le concours mondial a eu lieu en Malaisie, mais on y réussira peut-être l'année prochaine! J'ai aussi voyagé avec mon club au Michigan (au club d'Ann Arbor) et à Amelia Island, Floride pour le Pétanque

American Open. Et je compte aller en Caroline du Nord en octobre pour jouer dans un tournoi. Quand on appartient à la FPUSA, on n'est pas du tout obligé de voyager, mais j'ai un peu de temps libre et j'aime beaucoup l'ambiance de ces tournois et concours.

Q: Est-ce que tu



joues à la pétanque avec tes élèves en dehors de l'école?

R: Oui. Absolument. J'organise bien sûr des concours de pétanque pour le Club de français, mais en dehors de ça, on y joue souvent en tant que membres de la fédération. La plupart de mes élèves sont membres réguliers de la FPUSA, et sont très fiers de leur carte d'adhésion avec leur photo dessus. Avec la carte, ils ont le droit de participer à n'importe quel événement de la Fédération internationale de pétanque.

Au lycée, pendant la récréation et avec le club de français, on y joue au terrain de softball. Après les cours, on préfère y jouer au Club de Zanesfield parce qu'il y a de vrais terrains dans un parc avec un

abri où on peut s'asseoir et manger. Il y a même un joli brasero où on peut faire des feux de camp et rôtir des Chamalows! À Zanesfield, on fait beaucoup de tournois, d'ateliers et de fêtes, et la plupart de mes élèves y participent régulièrement. Le 7 juin 2014, on a eu un concours de pétanque junior sous les auspices de la FPUSA auquel tous les jeunes membres nationaux avaient le droit de participer. Nous sommes le seul club aux US à avoir une compétition pour jeunes. En fait, en voyageant avec le club, j'ai appris qu'il y a beaucoup d'intérêt pour ce que nous faisons à Zanesfield. Les autres clubs de pétanque nous posent beaucoup de questions sur nos stratégies de recrutement et nous demandent des conseils au niveau de ce qui attire les adolescents parce que nous sommes le club avec le plus grand nombre de jeunes membres.

Q: Est-ce que la pétanque t'aide à recruter des élèves pour tes cours?

R: Oui! C'est évident parce qu'il y a beaucoup d'élèves dans le programme de français qui disent qu'ils ont choisi le français parce qu'ils s'intéressent à la pétanque. L'année dernière, il y avait 85 membres dans le Club de français. Les élèves portent souvent leurs tee-shirts de pétanque en cours. Je pense que si tout continue dans le même sens, à la fin de l'année on aura plus de cent membres. Et puis, avec tout ce succès, j'enseigne actuellement deux cours supplémentaires de français. Ceci veut dire que je n'ai plus de planning, mais cela ne dérange pas parce que cet engouement pour la pétanque me motive et anime mes cours.

Q: Quelle est la réaction du principal de ton lycée devant ce phénomène?

R: Il nous soutient complètement. J'ai été agréablement surprise quand, dans un discours public, il a parlé d'un de nos événements comme le meilleur événement extracurriculaire de toute l'année.

Q: Est-ce que tu peux nous parler de cet événement?

R: Bien sûr. Le Club de Pétanque de Zanesfield a organisé un atelier avec Marco Foyot, sextuple champion du monde en triplette. C'est une vraie vedette ; le monde de la pétanque le vénère. Et moi, parce que je parle français, j'ai eu l'occasion d'interpréter pour lui et de bien le connaître. Il a choisi de venir à Zanesfield précisément parce qu'il aimait beaucoup le fait qu'un tout petit village (de 200 habitants) en plein centre d'Ohio peut héberger un club florissant de pétanque. Or, il apprécie nos efforts de recrutement de jeunes et voulait travailler avec eux afin de leur inspirer un vrai amour du sport. Quarante de mes élèves (en français 2 à 5) ont pu y assister, et cela les a beaucoup influencé. L'atelier a duré un jour entier, et leur a apporté beaucoup sur le plan linguistique, culturel et sportif. Marco Foyot est une vedette, mais il est humble et charmant et il s'intéresse beaucoup aux jeunes. C'était un événement culturel et international parce qu'il y avait des fans de Foyot qui se sont déplacés pour pouvoir assister à l'atelier. Les élèves ont pu entendre le français dans un contexte authentique et naturel.

Q: Comment le Club de Zanesfield a-t-il été fondé?

R: Le premier terrain à Zanesfield a été construit en 2010 dans le parc municipal par deux résidents du village après un voyage en France où ils étaient tombés amoureux du sport. Maintenant, il y a cinq terrains officiels, et quand on organise des tournois, on en installe dans une allée. Le président actuel du club, Justin Bo Johns (dont la femme a été mon élève il y a vingt ans) a joué un rôle clé dans le recrutement de mes élèves, et c'est lui qui a eu l'idée de contacter Marco Foyot pour lui demander de faire cet atelier à Zanesfield.

Q: Est-ce qu'il y a des membres francophones du Club de Pétanque de Zanesfield?

R: Oui. Il y en a dans tous les clubs aux USA. Si vous voulez parler français, joignez-vous à un club de pétanque! Chez nous, on compte trois marocains francophones dont deux qui habitent à Columbus et un qui habite entre Dayton et Cincinnati.

Q: Pourquoi appartiennent-ils au Club de Zanesfield s'ils habitent dans d'autres villes d'Ohio?

R: Nous sommes le seul club de pétanque d'Ohio, donc ils viennent à nos concours quand ils le peuvent, mais avec la carte d'adhérence ils peuvent partici-

per à des concours n'importe où.

Q: Il y a combien de clubs de pétanque aux USA?

R: Il y en a 45. Il y en a pas mal en Californie et sur la Côte Est. Quelquefois ils ont des noms créatifs comme «Les Boule-frogs», «Swamp pétanque» ou «Rogue Bouligans»! Dans tous les clubs, il y a des joueurs français, belges, canadiens, marocains. Si on va au concours national, on a souvent l'occasion de parler français parce que les joueurs sont souvent francophones. Et en dehors des clubs FPUSA, il y a d'autres associations indépendantes. Par exemple, le club de pétanque d'Ann Arbor, MI est lié à l'Alliance française, et leur but est plus social et moins compétitif, si on peut le dire!

Q: Quels sont les stéréotypes sur la pétanque?

R: On pense qu'il faut être retraité ou âgé pour y participer, mais ce n'est pas le cas. Chez nous, les familles y jouent ensemble. Et c'est vraiment sympathique parce que tout le monde peut y participer: jeunes, vieux, hommes, femmes, sportifs, corpulents. Ce n'est pas stressant. Il n'est pas nécessaire d'être en super forme pour jouer à la pétanque. Et puis, la convivialité est très importante: on parle pendant tout le jeu, on mange, on boit, on fait des fêtes, et on passe du temps dehors. Dans cette société où tellement de jeunes restent à la maison devant un écran, c'est quand même sain de se retrouver dehors pour une partie de pétanque.

Q: Est-ce que tu comptes jouer à la pétanque en France, un jour?

R: Je l'ai fait l'année dernière. C'était le jour de Noël, et j'étais à Paris avec ma fille qui faisait des études en France. Elle adore la pétanque, et avant mon arrivée elle avait recherché et trouvé plusieurs clubs de pétanque à Paris. On s'est présentées aux membres de l'Association de Pétanque près de Père Lachaise, et on a été accueillies chaleureusement. Ils étaient tout contents de rencontrer deux Américaines d'Ohio fanatiques de la pétanque. On a joué avec eux en buvant du Pastis et en parlant de la vie. C'était une super expérience!

Q: Comment est-ce que tu te sers de la pétanque dans tes cours de français?

R: Je m'en sers tout le temps parce que c'est une véritable passion pour mes élèves. On apprend le vocabulaire de la pétanque tout en y jouant. Ils s'y intéressent tellement qu'ils ont l'impression de ne pas travailler. C'est une activité qui demande l'engagement total de la

tête et du corps. On apprend les parties du corps, et des verbes comme lancer, pointer et tirer – et tout cela dans un contexte réel. On apprend les prépositions: la boule est près, loin, à côté du cochonnet. Ils apprennent les adjectifs et pronoms possessifs: C'est ta boule? Non, c'est la tienne. On peut même travailler le subjonctif avec la pétanque: tu veux que je défende le point? Il y a une vraie pléthore de leçons basées sur ou inspirées par la pétanque.

Q: Est-ce que tu as des élèves qui sont surdoués dans le sport?

R: Ils sont tous surdoués! Mais c'est vrai que pour le concours en juin, j'étais contente qu'une équipe de filles ait gagné! Elles étaient vraiment fières! Et moi aussi parce que les filles sont sous-représentées dans le sport. Et puis, j'ai un élève qui est scout, et pour son projet d'Eagle Scout, il a construit un terrain de pétanque à Bellefontaine. Le parc lui a donné le lot et il a reçu tout le matériel gratuitement de compagnies différentes de la région qui apprécient nos activités et notre philosophie. C'était formidable parce qu'il a rassemblé beaucoup de donateurs de milieux différents, et finalement, tout le monde a contribué au succès de son projet. Et avec la construction et l'inauguration de ce nouveau terrain, on a encore plus d'intérêt.

Q: Pour ceux qui habitent loin d'un club de pétanque, est-il possible d'en fonder un?

R: Absolument. Normalement, on commence par se joindre à la fédération en tant que membre indépendant, et une fois qu'on est membre officiel, on recrute d'autres membres. Quand le club indépendant atteint une taille respectable, la FPUSA peut travailler avec le groupe pour créer un nouveau club. Et bien sûr, je serais plus qu'heureuse de contribuer à l'installation de nouveaux clubs, donc consultez le site web de la FPUSA et n'hésitez pas à me contacter!

Shannon Hodge
Bellefontaine High School
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Kirsten Halling
Wright State University
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Liens utiles

Concours Junior FPUSA: [<http://fpusa.smugmug.com/ZanesfieldPtanque-Club/2014/FPUSA-Juniors-Tournament-2014/>]

Concours Club de français, 2014: [<http://fpusa.smugmug.com/ZanesfieldPtanque-Club/2014/FPUSA-Juniors-Tournament-2014/>]

queClub/2014/Bellefontaine-High-School-Fren/]

Fédération de Pétanque USA: [www.usapetanque.org]

FIPJP: Fédération Internationale de Pétanque et Jeu Provençal: [www.fipjp.com/fr/]

Visite et atelier de Marco Foyot: [http://fpusa.smugmug.com/ZanesfieldPtanqueClub/2013/Marco-Foyot-Zanesfield/]

Article sur la victoire récente de Shannon Hodge: [www.peakofohio.com/sports/details.cfm?clientid=5&id=144609]

Club de Pétanque de Zanesfield sur Facebook: <https://www.facebook.com/ZanesfieldPetanqueClub>

2015 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 Saguenay, Quebec in July 2015. 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, Dawn Young (NC) in 2011, Kadidia Doumbia (GA) in 2012, Sarah Sexton (CO-WY) in 2013, and Tripp DiNicola ♣(VA) in 2014 (see page 15).

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, 2015**. 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, 2015. The award will be presented during the AATF Convention in Saguenay, Quebec, July 8-11, 2015. Questions about this award should be directed to [abrate@frenchteachers.org]. For more information in ISE visit [www.isemn.net].



2013 PROVIDENCE CONVENTION PROCEEDINGS NOW AVAILABLE

The third volume of Selected Proceedings from the AATF convention, now available through the AATF Web site, reflects the quality and diversity of the papers presented in Providence in 2013. We are pleased to make these excellent contributions available, demonstrating once again the AATF's commitment to the dissemination of knowledge about the teaching and learning of French.

The articles selected offer insights into areas of interest being explored by colleagues from the U.S. and abroad. The convention in Chicago was a meeting place for the exchange of ideas, techniques, and materials, and this volume reflects the wide range of topics featured in the program.

The multifaceted nature of this volume attests to the richness of our field and to the dedication of our colleagues. Our sincere thanks go to those who presented at the convention, to those who submitted their work to this project, and to those who served as reviewers for this volume.

The proceedings can be accessed at [www.proceedings.frenchteachers.org]; ID AATF2012. The password is Providence. Enter this information slowly, or the site won't recognize it.

Catherine Daniélou, Editor
University of Alabama at Birmingham
[danielou@uab.edu]

What's New in the French Review?

Vol. 88, No. 2 (December 2014)

Articles in this issue include the titles below and more:

- La France peut-elle améliorer son système éducatif? (Koop)
- The Fiction of Michel Serres: Writing the Beauty, Fragility, and Complexity of the Universe (Moser)
- Narrating a Diasporic Childhood around the Mediterranean in Victor Teboul's *La lente découverte de l'étrangeté* (Watson)
- Play the Man: Parody, Sex, and Masculinity in Sami Tchak's *Place des fêtes* (Bryson)
- Langue et littérature: le cas d'Etzer Vilaire (Guerrier)
- Coran et subversion dans *Le silence de Mahomet* (Elsayed)
- Contrasting Characters as Images of Progress in Nineteenth-Century French Novels (Dzero)
- Gender Assignments in French Immersion and Core French Graduates: *J'aime la français, mais pas le grammaire...* (Lappin-Fortin)
- La série Hard: aborder la pornographie au féminin à la télévision française (Gheno et Reyns-Chikuma)
- Dostoïevski à Lille? La désintégration de Philippe Faucon (Krieger)
- Introducing Students to Pre-Nineteenth-Century Poetry in the Language Classroom (Edgington)
- French Theater in Production: Lessons from an Intensive Course (Choplin)
- *Intouchables* (Éric Toledano et Olivier Nakache, 2011) (Boudraa)

AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

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

Nominating AATF Member's Name: _____

Member's Address: _____

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

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

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

1. I certify that this student is in his/her _____ year of French study (3 minimum).

2. He/she has maintained an "A" average in French and at least a "B" average overall. _____ Yes _____ No

3. He/she is a graduating senior. _____ Yes _____ No

4. He/she is a non-native speaker of French. _____ Yes _____ No

5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:

_____ study abroad _____ *Grand Concours* _____ French Club _____ Officer

_____ National French Week _____ *Société honoraire* _____ SHF Officer _____ Pi Delta Phi

Other _____

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

Member's Signature: _____

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

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

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

Amount enclosed: _____

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

This form can be mailed or faxed to: AATF Awards, P.O. Box 2617, Carbondale, IL 62902-2617; Fax: 815-310-5754. Purchase orders accepted. Address inquiries to [sra@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # _____ Exp. _____ Sec. Code _____



JOUER AVEC LES CHIFFRES

Games reinforce numbers painlessly and provide quick space fillers at the end of a class or when classroom energy begins to slacken. Formation of numbers invariably slows down the rhythm of a non-native speaker, so repeated drill is not a wasted activity! Here are games I have used from first grade through high school French classes. I hope you will send in some of your successful number activities to share with other teachers.

- PAMPLEMOUSSE ("Buzz" in American classrooms) - This is a great game to throw in at any point in the class because it requires no preparation whatsoever and includes everyone. It's a favorite of mine and certainly not original! It was thanks to my exchange students from Feucherolles that I added *pamplemousse*, the traditional term used for the game in France (although any vocabulary you'd like to reinforce could be substituted, or *zut!* just for fun.) Class chooses the *pamplemousse* number before starting. Students count around the room or in a circle but must remember to replace the pre-determined number with *pamplemousse* each time it appears. If 3 were the number, students would count, taking turns: *un, deux, pamplemousse, quatre, cinq*. 33 would be *pamplemousse-pamplemousse!* You can eliminate the student when errors are made to give a victory to the last remaining student, but it's precisely those students who need the drill! Instead, class can simply shout together "Elle a tort!" thereby reinforcing another expression. (See [<http://www.frenchteachers.org/bulletin/articles/fles/mo-reflesactivities.htm>])
- LES DÉS - Any number of games can be invented using dice. For the youngest language learners who are just learning to count, a simple game consists of taking turns throwing a die or dice when ready (*lancer le dé*) and hopping (*sauter, sautez!*) the number of times indicated on the die. The whole class chorally counts to reinforce numbers for extra oral practice in a safe environment. Make it more fun by jumping up on a chair. Large sponge dice are the easiest to use with younger students, but any dice will work.
- DIX - This is a little challenging for first graders, but older students love it. Divide class into groups of two, three, or four, each with a deck of cards. Place deck face down in the center of each group. Students take turns drawing a card (Practice: *C'est mon tour*) and placing card face up on the table. Student must state the number in French (*As = un, valet, reine et roi = dix*). If he can use his card with any other card already face up to equal ten, he must state the formula: *deux et huit font dix*, and the pair is his. If he cannot use the card, it stays on the table for other students to use during their turns. A face card counts as a pair. Student with the most pairs at the end is the winner.
- LE LABYRINTHE - This format works for all sorts of vocabulary drill and I still use it successfully with all ages, even in high school classes. Place the more difficult numbers near each starting point (Monique et Pierre) as they will be repeated the most. Put up on smart board, or distribute a copy to each student. Divide into two teams (not necessarily *garçons et filles* which is considered politically incorrect! I invite you to use drawings from *Le Grand Concours FLES* if you would prefer animals at each end.) The goal is for a team to make it from one end to the other without a mistake. Each person on the team pronounces a number in turn. When an error is committed, the other team must begin from the opposite end. After an error, return to the first team who starts again at the beginning of the maze. To avoid embarrassment and give the most opportunity to use the language, choose a different person to begin each time. The sample below includes numbers from 1 to 100, but it works just as well with beginners with only 1 - 10 or 1 - 20, repeating numbers several times. It works! (See [<http://www.frenchteachers.org/bulletin/archives/2000s/2000-26.2nov.pdf>] for another version of the *labyrinthe*).

Elizabeth Miller
Northern California AATF Chapter

Share with other FLES* and middle school teachers your ideas, classroom gimmicks, games for oral interaction, and successful lessons. Creating a passion at the youngest levels is the best way to insure the continuation of secondary and university French programs. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; E-mail: [mme-miller@aol.com].

Découvrez Saguenay, Québec!

Congrès annuel de l'AATF du 8 au 11 juillet 2015



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. Cards can be obtained for \$1 along with your annual membership renewal or application. They can also be obtained by sending a self-addressed stamped envelope to National Headquarters.

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; oftentimes I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

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.

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 Past-President



American Association
of Teachers of French
Année _____

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

LA FIGURE DE ROBERT

This activity involves production and aural recognition of French numbers; it requires students to say the French word for numbers of their own choosing and to demonstrate their comprehension of such numbers when they hear them. The comprehension is shown by selecting the appropriate numerical figure which corresponds to a number which has just been said in French.

The teacher first distributes to each student an outline of a boy's face and a yellow, brown, orange, or other lightly colored crayon; the purpose of the activity is to create "freckles" for Robert. After the distribution of the outlines and crayons, the teacher tells the students to choose five numbers from 0-20 at random and to place the figure for each number separately on the face outline anywhere they wish and in any order. The activity then begins.

The first student says the French word for one of the numerical figures placed on his/her face outline. All students who selected that number color it with their crayon, creating a "freckle" for Robert's face. The students should color each number very lightly in order to be able to see it when they attempt to verify their numbers later. The teacher uses a sheet of paper on which to write each number as it is given; this record of numbers allows him/her to tell the students when they have repeated a previously mentioned number and also serves as the source for number verification later. Students continue to say French numbers from their outlines and color number matches as they occur. The exercise ends when one student has created 5 freckles by coloring 5 numbers on his/her face outline.

This student is the winner and waves his/her completed outline, crying "Voici Robert!". The winner must confirm the win by restating the French word for all 5 numbers used to create the "freckles."

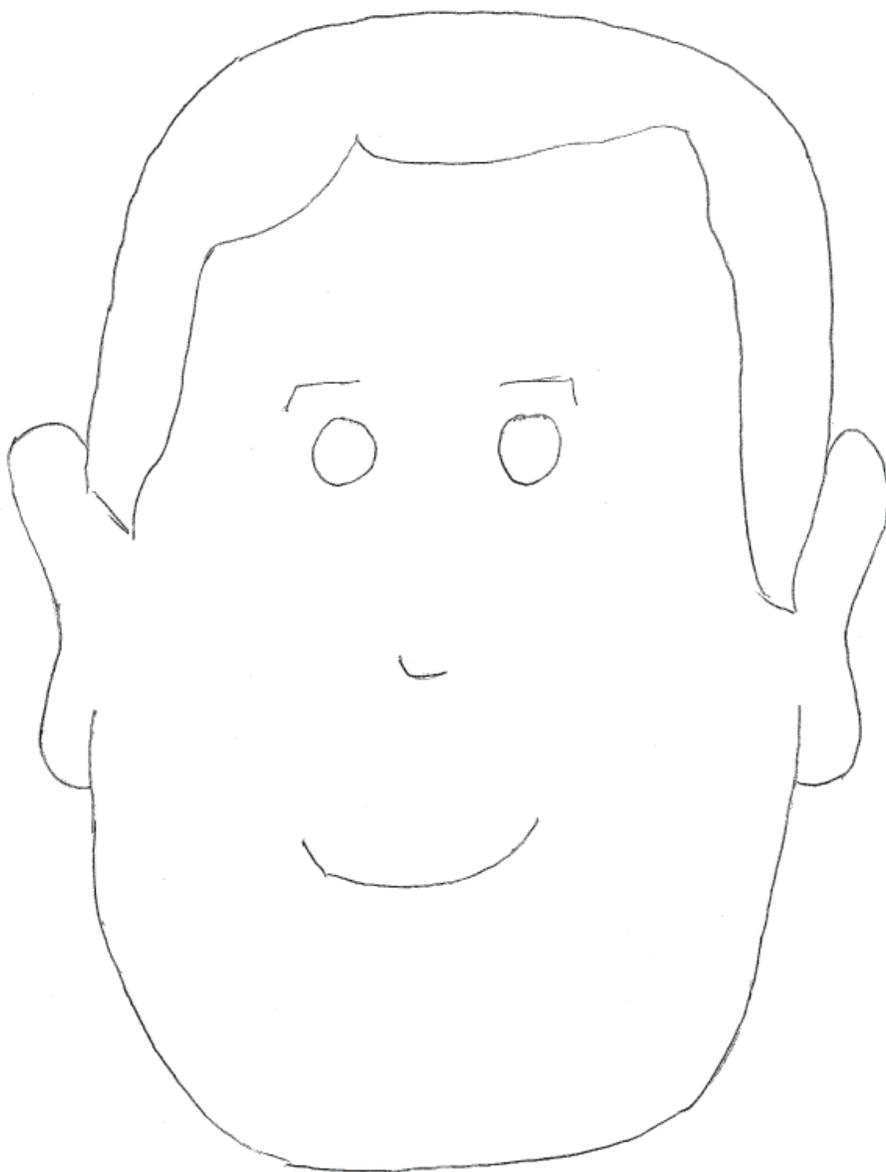
If there are ties and also remaining numbers, the teacher will choose one of the remaining numbers at random and each student who has a winning outline will say an additional number in French; the student who provides the number closest to the number chosen by the teacher will be the winner. If there are no remaining numbers, the teacher will pick a number from 0-20 to break the tie.

The exercise can be expanded as the students learn additional numbers. The activity will be conducted in the same manner, but the teacher will designate the specific numerical range to use [0-30; 10-50; etc.] and how many numbers to use in each range [two numbers from 0-20; one number from 21-30; two numbers from 40-60, etc.].

Nancy Stump

Marshall
University
[stump@marshall.edu]

Attention Teachers: If you have any Classroom Activities you would like to share with other AATF members, please send them to the Editor of the *AATF National Bulletin* at [nbeditor@frenchteachers.org].



PARLEZ-VOUS... POSTER SERIES



This series of six full-color 11x17" promotional posters for French teachers is based on the themes *Parlez-vous... histoire?...cuisine?...civilisation?...sciences?...sports?* and finally *Parlez-vous...français?* They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Send this form and payment of \$25 (members)/\$40 (non-members) to AATF Materials, P.O. Box 2617, Carbondale, IL 62902-2617; Fax: (815) 310-5754. Prices valid through 6/30/2015.

Name : _____

Address: _____

City, State, Zip: _____

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

COULEURS ET PARFUMS AND TANT QU'ELLE CHANTE, ELLE VIT *apprendre le français grâce à l'héritage de Carole Fredericks*

Tant qu'elle chante, elle vit, available on DVD, is a joint venture of the AATF and the Carole Fredericks Foundation. Based on the music of Carole Fredericks, an African-American singer who emigrated to France in 1979. There are now two levels: the Elementary edition and the new advanced Anniversary Edition.

Carole's *Couleurs et parfums* CD is now available with an accompanying Activity Book containing reproducible lyrics, activities, and lesson plans. The CD delivers a blend of rap and rhythm & blues inspired songs en français.

Send this form with payment to AATF Materials, P.O. Box 2617, Carbondale, IL 62902-2617; Fax: 815-310-5754.

Tant qu'elle chante, elle vit

___ \$55 Elementary: DVD and Workbook

___ \$59.95 Anniversary Edition (Advanced): Video and Workbook

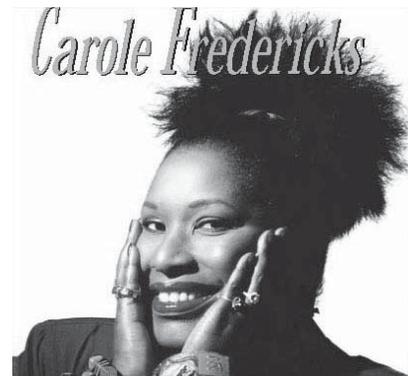
Couleurs et parfums

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LA FRANCOPHONIE AUX ÉTATS-UNIS

Il y a un regain du français aux États Unis de plus en plus considérable. Ce phénomène reflète une plus grande ouverture de société américaine et d'une plus grande appréciation de la diversité linguistique comme outil pédagogique ainsi que de ses avantages économiques. Les répercussions sont à la fois générales et spécifiques aux communautés françaises de souche. Commençons avec les communautés d'héritage français.

La francophonie louisianaise entre dans une période dynamique qui correspond à l'entrée en selle d'une nouvelle génération de francophones dont la vision du français comprend un sentiment d'appartenance à la francophonie internationale. La com-

munauté francophone de Louisiane est en train de se transformer d'une communauté fermée aux influences extérieures à une qui célèbre ses origines tout en proclamant son appartenance à la communauté francophone internationale. On est très loin d'une image sectaire qui repousse les influences d'ailleurs dans une tentative de garder la «pureté» de la «langue cadienne». Pendant longtemps, les enseignants internationaux ainsi que l'enseignement internationalisé ont été critiqués par une partie de la communauté francophone cadienne en Louisiane.

Par manque d'ouverture, on condamnait l'enseignement du Codofil (Conseil pour le développement du français en Louisiane) en l'accusant de ne pas être fidèle au parler Louisianais. Il est évident que le parler cadien est unique. Il se distingue par un vocabulaire, un style de syntaxe et une richesse d'expressions idiomatiques. Mais de prétendre que notre parler est une «langue» à part est tout simplement d'ignorer la définition d'une langue. Pourtant, cette façon de pensée a eu beaucoup de répercussions négatives dans la communauté et a divisé les francophones en Louisiane pendant toute une

génération, opposant les «puristes» aux adhérents du Codofil. D'un côté il y avait les partisans de James Domengeaux, premier président du Codofil qui voulait enseigner un français international. De l'autre côté il y avait ceux et celles qui craignaient que l'enseignement d'un français international allait détruire notre parler. Il y a même eu un dictionnaire de la «langue cadienne». Dans une oeuvre de la pire pseudo-science, ce dictionnaire prétend que le parler cadien est une langue à part au même titre que l'espagnol ou l'italien.

Aujourd'hui les deux points de vue se sont réconciliés. On comprend que la sauvegarde de notre langue passe d'abord par l'enseignement, et pour préserver notre français il faudra apprendre à le lire et à l'écrire. Nous sommes à

louisianais, non simplement ceux et celles d'héritage cadien ou créole. Cette évolution positive est dû au fait que les premiers élèves en immersion français (1968) sont maintenant à l'âge adulte et ils commencent à s'imposer dans la communauté.

En même temps, il y a une convergence d'influences positives qui sont autant politiques que culturelles. Au cours de la dernière séance de la législature (2014), le représentant Stephen Ortego a réussi à faire adopter un projet de loi sur l'affichage bilingue. Dorénavant, dans les paroisses (comtés) qui le souhaitent, les affiches publiques seront dans les deux langues. Cette loi a été reçue avec beaucoup d'enthousiasme. Ce n'est pas un «ground changer» pour la situation du français en Louisiane, mais ça indique une perception positive du fait français. Encore plus important est

Il y a un regain du français aux États Unis de plus en plus considérable.

le projet de loi du Representative Ortego qui donnera accès à l'enseignement en immersion français à toute famille qui en fait la demande. Actuellement il y a une liste d'attente de plus de 500 élèves pour les programmes d'immersion française et le projet de M. Ortego est conçu pour donner à tous l'accès à l'enseignement en immersion française. Il faut souligner que Stephen Ortego est le plus jeune membre de l'assemblée, francophone engagé et diplômé du programme des Jeunes Ambassadeurs du Centre de la Francophonie des Amériques, organisme qui lutte pour la progression du français dans toutes les Amériques.

À l'autre bout de mon pays, une deuxième communauté française est en train de déployer ses ailes. La communauté francophone du Maine (et celle de la Nouvelle-Angleterre) suit son propre chemin, avec seulement un peu de retard sur la Louisiane. On ne peut pas comparer les deux communautés tellement que leurs histoires sont uniques, mais il y a des similitudes qui me semblent évidentes. Pendant très longtemps, les Acadiens du Maine et les Cadiens de la Louisiane ont souffert d'un mépris de la part de la société anglo-américaine. La culture francophone du Maine comme celle de la Louisiane a été dénigrée et l'assimilation anglo-américaine a réduit considérablement le nombre de francophones parmi les jeunes générations. Les deux communautés ont souffert et souff-

la veille de pouvoir former nos propres enseignants louisianais aux programmes d'immersion, ce qui va réduire l'influence d'ailleurs. Mais je ne déplore pas cette influence. Grâce à elle nos jeunes peuvent parler français, et ça n'a pas d'importance s'ils disent «très bien» ou «beaucoup bien» à la façon des Cadiens.

Heureusement cette façon de pensée sectaire est maintenant dépassée. Nous avons finalement compris que le français que nous parlons en Louisiane n'est autre que ça, c'est à dire un moyen d'expression francophone forgé dans le creuset de notre expérience américaine bien que dérivé du français ancien de l'ouest de la France. Notre français n'est pas un patois exotique et incompréhensible mais un français local qui reste avant et après tout du français. Nous avons également compris que l'enseignement est fondamental à la survie du parler cadien et qu'il y aura, inévitablement, une évolution dans laquelle certaines particularités de notre parler seront effacées. Ou, comme dit le poète et enseignant en immersion Kirby Jambon, «Peut-être que pas».

Une mentalité d'ouverture est fondamentale au développement de la communauté francophone de Louisiane. Aujourd'hui nous sommes en train de progresser vers une identité de «francophone louisianais», une identité qui est ouverte et rassembleuse. Cette communauté inclut tous les francophones

frent encore d'un complexe d'infériorité vis-à-vis la culture anglo-américaine. La communauté francophone de la Louisiane a réussi à redresser le bateau grâce à l'immersion. Celle du Maine ne bénéficie pas de cet outil pour le moment, mais j'ose espérer que ce n'est qu'une question de temps.

Le Codofil existe depuis 1968 et grâce à l'acharnement de son premier président, James Domengeaux, a pu bénéficier d'ententes de coopération avec la France, le Québec et d'autres pays pour fournir à la Louisiane les enseignants nécessaires en matière d'immersion. Ce qui n'a pas été le cas dans le Maine. Pendant les années 1970 le focus des leaders francophones en Nouvelle-Angleterre était les programmes bilingues subventionnés par le gouvernement américain. Ses programmes étaient administrés et enseignés par des Franco-Américains et Acadiens. On résistait la création des programmes d'immersion pensant par ce biais assurer l'enseignement du français de la région plutôt qu'«international». Mais les programmes bilingues du gouvernement américain ont cessés dans les années 1980 et les Franco-Américains/Acadiens de la Nouvelle Angleterre n'ont pas réussi à les remplacer.

La proximité du Québec et de l'Acadie complique la situation du Maine. Avec ses voisins francophones littéralement juste de l'autre côté de la rivière, mais également de l'autre côté d'une frontière internationale, les Franco-Américains/Acadiens ont le défi de créer une identité qui leur est propre. Ils ne bénéficient pas du statut officiel du français garanti par la constitution canadienne dont profitent leurs cousins outre-frontière, et ils doivent faire leur vie dans un milieu américain où le français est encore méprisé. Pas facile. Je crois, néanmoins, que les communautés de la Saint Jean, à Frenchville, Sainte Agatha, Fort Kent et Madawaska ont tous les éléments nécessaires pour développer un enseignement en français adapté à leur situation et qui tient compte de leur histoire. Il faut trouver la volonté politique maintenant. Je crois aussi que le Congrès Mondial Acadien, 2014, dont plusieurs événements se sont déroulés aux USA, aura un effet vitalisant chez les Franco-Américains/Acadiens. C'est le moment de revisiter la question d'immersion française compte tenu du succès de ces programmes en Louisiane. De toute façon, il me semble que les Franco-Américains seront propulsés dans la mouvance francophone qui émerge partout aux États-Unis.

Récemment au congrès de la AATF (American Association of Teachers of

French), je me suis entretenu avec Bill Rivers du *Joint National Committee on Languages*, organisme qui promeut la diversité linguistique à travers les États-Unis. M. Rivers m'a étonné en me décrivant l'énorme succès de l'enseignement d'immersion française en.....Utah. Cet état de l'ouest est plus connu pour son lac salé et sa communauté mormone que pour sa sensibilité au français. Mais les citoyens de cet état archi-conservateur ont découvert les bienfaits de l'enseignement en immersion. Tôt ou tard, bien qu'il se trouve à l'autre bord du pays, la nouvelle résonnera en Maine.

Zachary Richard

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- Pay on-line for membership
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- *Société honoraire de français*
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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]

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!

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, P.O. Box 2617, Carbondale, IL 62902-2617; phone: 607-821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

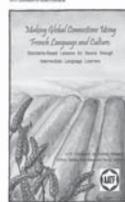
SPECIAL NOTICE

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.

AATF STANDARDS MANUAL: *Making Global Connections Using French Language and Culture: Standards-Based Lessons for Novice through Intermediate Level Language Learners*

Learning scenarios developed by the AATF Commission on Student Standards. \$25 per copy (\$40 nonmembers).



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LAISSEZ LES BONS TEMPS ROULER!

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



_____ T-shirts x \$18 ____ M ____ L ____ XL
 _____ T-shirts x \$19 ____ XXL
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T-SHIRT

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



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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, 2015 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 2015 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!

UPCOMING AATF CONVENTIONS

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

- Saguenay, Quebec (July 8-11, 2015)
- Austin, TX (July 2016)
- Saint Louis, MO (July 2017)

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.

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.



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A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Minnesota Council on the Teaching of Languages and Cultures

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Phone: 414-405-4645
Fax: 920-868-1682
E-mail: CSCTFL@aol.com
Web: www.csctfl.org

AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, P.O. Box 2617, Carbondale, IL 62902-2617.



WIN A FREE TWO WEEK STAY IN FRANCE, BELGIUM, OR QUEBEC!

Did we get your attention? The AATF, in fact, arranged for thirteen French teachers and one college student to study abroad this past summer using scholarships provided by the French, Belgian, and Quebec governments.

When we saw that four of the 2014 recipients were all French teachers from Region VI: West Central and members of the same Chicago/Northern Illinois AATF Chapter, we wondered why these teachers decided to apply and become candidates for one of these invaluable opportunities for professional growth. We contacted them and found that, certainly personal family and professional situation can contribute to the decision to apply, but that having personal contact with someone who had been successful in getting one can be exceptionally motivating. Two of this year's winners, in fact, had attended a local chapter program that included a presentation by two teachers who had received an AATF scholarship the previous summer.

Erin Gibbons, whose scholarship took her to Vichy, had known about the scholarships for several years and had gotten to the point of "downloading an application;" but her decision to apply for summer 2014 came when, at that AATF meeting, she heard two teachers describe the process and their experience. They made it "sound very do-able". Erin described her stay in Vichy with her host family as "invaluable" and her participation in workshops at CAVILAM as "the single greatest professional development I have ever experienced." Discovering a new region of France with its own particularities was for her another huge plus.

A second scholarship winner, Karen Feeley, had heard about the AATF scholarships through the *National Bulletin* and the local AATF newsletter, but it was the two speakers at the chapter program who "were very inspirational" and "spurred me to apply." She describes her stay in Bordeaux studying at the *Alliance française* and living with a local family as "an incredible experience on many levels." She was particularly pleased that this two week "stage" was an "opportunity to "tune up" my French and yet was manageable for my family." Karen mentioned, as did Erin, that the opportunity to interact with the other French teachers was also extremely valuable.

A third teacher, Kathryn Wolfkiel had known about the scholarships for some time, but having known "several previous recipients" also contributed to her decision to apply. On a personal level, Vol. 40, No. 2 (November 2014)

she felt that "This year just seemed like it was finally the right time to apply." In addition to providing an immersion experience, her stay with an "amazing" host family included "discussions around the dinner table" about a wide range of current cultural topics and visits with her hosts' extended family. She described her time in Besançon and her study at CLA as "one of the best professional development experiences I have had."

From the same chapter, Jennifer Garcia, who applied for and won a scholarship to Quebec, stayed in one of the dorms at the *Université Laval*. She, like Karen, wanted to "be in a French speaking environment to improve my speaking skills" and found that the program "had a good balance of classes, cultural experiences, and many opportunities to interact with the people of Quebec." It is interesting to note that Jennifer remembered that, in fact, she had had contact with two members of the same chapter who told about their own AATF scholarship experience in Quebec, when they gave an earlier mini-workshop for the chapter on *Québécois* music.

So while many factors play a role in any decision, hearing about the opportunity of winning a scholarship from someone who has actually benefitted from one can be a major motivator. But we should not be surprised to learn this since so much of what we do in the AATF is putting teachers together to share from their experience. When we go to program, a meeting, a convention, and hear about new ideas, we want to come away saying to ourselves: "I can do that."

So, yes, you, too, can "Win a two-week free stay in France, Belgium, or Quebec!" Deadline for applications is Feb 15, and an application can be found at [<http://frenchteachers.org/hq/summerscholarships.htm>]. Information on the specific scholarships to be awarded will be posted there as soon as it is available.

If you are a previous winner of an AATF Scholarship, be sure to offer to share your experience with the members of your chapter. If you are a chapter officer, be sure to invite previous winners to share their experience with the chapter or be a part of a program that presents continuing education opportunities for French teachers.

Bon voyage et bon séjour!

Eileen Walvoord
Regional VI Representative
Scholarship Committee
[eileenwalvoord@gmail.com]

2015 ADMINISTRATOR OF THE YEAR AWARD

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

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

Applications should be received at AATF National Headquarters no later than **December 1, 2014**. 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 2015) 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 [abrater@frenchteachers.org].

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.

NEW! *TROUSSE SCOLAIRE*

The AATF has produced this pencil case containing ruler, pen, pencil, eraser, and pencil sharpener imprinted with messages in French. Use them for prizes or fundraisers

_____ trouses x \$4 each
(\$2.50 each for 10 or more)



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FLEUR DE LYS MEDAL

We have replaced the various AATF small medallions with this silver-colored fleur de lys medallion. It is 1 inch in diameter, with a laurel wreath border, and the back side of the medal can be engraved. Can also be used as a pendant or charm. Price includes shipping and handling. \$7.50 each; 3 for \$18.



_____ medals x \$7.50 (3 for \$18) = Total enclosed _____

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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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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 ON-LINE STORE
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ENTRETIEN AVEC GRÉGOIRE DELACOURT, DENTELLIER DES MOTS VALENCIENNOIS

Grégoire Delacourt est un publicitaire et écrivain né en 1960 à Valenciennes, dans le Nord. Doté d'un talent évident pour les mots, ce fils de commerçant fait vite une brillante carrière dans la publicité à Paris. Après avoir créé sa propre agence publicitaire, il commence à écrire *L'écrivain de la famille* (2011), chronique familiale à résonance autobiographique qui remporte de nombreux prix littéraires—Marcel Pagnol 2011, Rive Gauche à Paris 2011, Carrefour du Premier Roman 2011, Coeur de France 2011. Puis, le succès phénoménal de *La liste de mes envies*, best-seller de 2012—Prix Méditerranée des Lycéens 2013, Prix des Lycéens 2013 de la Ville de Gujan-Mestras, Prix Livresse de Lire 2013—le propulse sur le devant de la scène littéraire. Le destin de son héroïne, Jocelyne, l'humble mercière d'Arras devenue du jour au lendemain millionnaire, séduit le public français si bien que *La liste* est adaptée au théâtre et au cinéma. En 2013, *La première chose qu'on regarde* met en scène le sosie de Scarlett Johansson, tout en questionnant l'impact du regard collectif sur la construction identitaire de l'individu. Son quatrième livre, *On ne voyait que le bonheur*, au programme de la rentrée littéraire 2014, s'affiche comme un roman ambitieux, susceptible de remporter des prix littéraires. *Les livres de Delacourt*, traduits dans une vingtaine de langues étrangères, voyagent désormais à travers le monde. Fier de ses origines nordistes, cet écrivain à la mode parle des gens simples avec bienveillance tout en s'interrogeant sur d'importants sujets contemporains tels que la quête du bonheur, le rôle de l'argent, le poids de l'héritage, l'enfance et la sphère familiale. Cinéphile avéré, Delacourt insufflé à ses livres une abondance de références cinématographiques et d'inspirations populaires, afin de rendre ses romans accessibles et touchants. Son style d'écriture épuré qui s'inspire d'une certaine efficacité anglo-saxonne—préférence pour les chapitres courts, accent sur l'essentiel et économie des mots—fait jaillir à travers la sincérité d'une parole, le désir de mieux comprendre les tourments de l'époque actuelle. Une belle humanité se manifeste au cœur des romans de Grégoire Delacourt, soucieux de retisser les liens brisés entre des êtres. Cet entretien, qui a eu lieu à Paris en mars 2014, intéressera les professeurs de français désirant mieux connaître ce talentueux auteur contemporain et faire découvrir son oeuvre à leurs élèves.

Q: Parlons un peu de votre parcours professionnel atypique.

R: C'est en tout cas un accident joyeux. Je suis tombé dans la publicité par hasard parce qu'en fait à 18 ans je ne savais pas trop quoi faire. Des métiers neufs pour la pub qu'on ne connaissait pas se créaient—je raconte un peu ma naissance à la pub dans mon premier livre, *L'écrivain de la famille*—et j'aimais les mots comme un autre aimerait le dessin ou le football. Tout à fait par hasard, j'ai découvert l'existence d'agences de pub. Alors j'ai étudié à Bruxelles et après un stage où apparemment j'ai dû bien utiliser les mots, j'ai été embauché. Je suis resté deux ans et demi salarié en Belgique, en commençant comme rédacteur de pub. Puis je suis venu à Paris pour faire plus de cinéma publicitaire—en Belgique, on en faisait très peu. Mon arrivée à Paris fut difficile; le mépris sournois pour les Belges et les provinciaux pouvait parfois être méchant. J'ai très vite eu une carrière assez incroyable, très joyeuse, avec de grandes campagnes, à l'époque où les annonceurs croyaient encore à la pub. J'ai aussi rencontré et travaillé avec des réalisateurs de génie comme Bertrand Tavernier, Claude Miller, Étienne Chatiliez, etc. Voilà 32 ans aujourd'hui que je fais ce métier. J'ai donc eu de très gros postes, de vrais patrons de PME, sur la partie créative. Et un jour, en 2004, j'ai été licencié en 4 minutes, comme dans les films américains, à la Denzel Washington qui prend son carton, la photo de son chien, de sa femme, son papier et il s'en va. Donc moi, cela m'est arrivé. J'ai mal vécu l'idée que quelqu'un décide de ma vie. Père de 4 enfants, je me retrouvais sans rien, comme un rebut de l'humanité. C'est une expérience très violente. Quand vous traversez le couloir pour prendre l'ascenseur, on vous oblige à disparaître, les gens ne vous regardent déjà plus alors qu'une heure avant vous étiez un génie. Le lendemain, j'ai créé ma propre agence «Quelle belle journée» en souvenir de la journée atroce de la veille. L'agence s'est développée extrêmement bien jusqu'à l'année dernière où la crise s'est fait sentir. En 2009, cinq ans après avoir créé l'agence, étant patron avec mon épouse, j'ai pu mieux gérer mon temps et comme j'avais un jour envie d'écrire pour moi, j'ai commencé avec *L'écrivain de la famille* qui a bien marché puis un deuxième, *La liste de mes envies*, un troisième, *La première chose qu'on regarde* et le quatrième à la rentrée 2014. C'est très joyeux car le ralentissement de

l'agence m'a permis aussi d'investir dans l'écriture.

Q: Votre capacité à mener de front deux carrières est assez remarquable. J'ai d'ailleurs été choquée de lire dans la postface de *La liste* la réflexion méprisante qu'on vous avait faite: «Comment pouvez-vous faire un métier aussi dégueulasse et écrire de si beaux livres?» (183). Que pensez-vous d'une telle réaction?

R: Il y a un mépris pour la publicité depuis 2009 parce qu'on considère à tort qu'elle incite à faire acheter des produits dont on n'a pas besoin et oblige le consommateur à dépenser de l'argent qu'il n'a pas. Pourtant ce n'est pas le rôle de la pub. Il existe une sorte de défaussement des gens qui considèrent que la pub manipule et pervertit. On m'avait fait cette remarque, qui s'aligne avec celles de certains critiques germanoprats, un peu intellos branchés qui n'aiment pas qu'un nouvel écrivain vienne de la pub. Il existe quand même une difficulté à accepter en France une source autre que celle où on excelle; on ne peut pas réussir deux choses alors que j'ai l'impression que dans d'autres pays, c'est possible. D'ailleurs, je suis toujours étonné des gens qui, après un mini-succès, arrêtent leur métier pour se consacrer à l'écriture, ce qui est très risqué et hasardeux. Personnellement, j'aime bien mon métier, il me permet de voir des gens, de continuer la vraie vie.

Q: Vous parliez de l'importance des mots aussi bien dans la publicité que dans la littérature. Dans votre oeuvre, les mots ont parfois une fonction bien précise: amoindrir les maux. Pouvez-vous expliquer le rapport entre ces homophones?

R: Les mots sont intéressants. La publicité m'a appris inconsciemment au fil des années à dégraisser, à découenner. On croit cela simple mais c'est faux. Rendre des mots accessibles, créer une certaine simplicité stylistique demande un grand travail. Il faut savoir rendre la structure d'un texte invisible pour que seuls apparaissent les personnages des livres, leurs âmes, leurs coeurs, leurs tourments. C'est d'ailleurs un travail important que j'ai en commun avec mon ami Jean-Louis Fournier (*Où on va papa?* 2008), qui est un des rares auteurs à avoir une écriture très épurée, ce qui est agréable pour les lecteurs et peut en rassembler le plus grand nombre autour d'un livre, d'autant plus que les gens lisent moins; l'âpreté du style littéraire décourage souvent. Moi, j'aime l'époque dans laquelle je vis et

j'essaie de la comprendre, ce qui est parfois difficile. Est-ce parce qu'en tant que publicitaire j'ai été amené à m'approcher plus près des doutes, des angoisses, des rêves des gens, dans la cosmétique, dans les voitures, dans les assurances, dans la bouffe que j'ai peut-être une sensibilité par rapport aux souffrances, aux désirs des gens? Qui sait? J'aime essayer de comprendre comment on devient ce qu'on est—c'est le premier livre: le destin. Est-ce qu'on décide pour nous dans un monde où finalement tout est ouvert? Le deuxième se demande si à la moitié de sa vie, on rêve de changer son existence. Au fond qu'est-ce qu'on changerait? Changerait-on vraiment sa vie? On se plaint tout le temps mais n'est-ce pas plus une dialectique, des gémissiments? Pourquoi se plaindre alors qu'on a des choses fantastiques autour de soi? Dans le troisième, c'est la course au modèle, à la perfection féminine dont les garçons et les filles sont autant responsables les uns que les autres. Les filles fabriquent une image à laquelle elles croient. Les garçons, eux, exigent certains critères. Je pense qu'un livre peut soulager en ceci qu'il peut apporter des pistes de réflexions, voire des réponses, ouvrir des portes aux gens qui lisent. Par conséquent, les mots apaisent les maux. J'ai sûrement une quête personnelle encore inconsciente là-dedans. Les sujets que j'aborde, sont liés à l'époque et malgré leur apparence légère, mes livres sont noirs, profonds, douloureux parfois.

Q: Je trouve quand même que vos livres sont pleins d'humour.

R: Oui, ils sont pleins d'esprit, de légèreté. J'adore l'expression française "mourir de rire" qui évoque cette fusion du joyeux et du tragique. J'aime bien faire sourire, détendre et d'un seul coup faire apparaître le tragique. Et la vie est faite de chaud, de froid, de salé, de sucré, et j'en use pour détendre le lecteur et moi-même oser aller dans des noirceurs, essayer de comprendre certaines choses. Par exemple, j'ai été surpris qu'en France on dise que *La liste de mes envies* est un livre qui rend heureux au début quand il est sorti. Pour moi, pas du tout, c'est un livre qui s'interroge profondément sur la trahison amoureuse. Est-ce que vingt ans, trente ans après on connaît toujours la personne avec qui on vit. Est-ce que l'autre a changé? S'en est-on rendu compte? Je voulais donc rééclairer un peu nos vies.

Q: Le couple, la trahison et la mort sont des thèmes récurrents.

R: Et toujours la perte d'un enfant. En fait, j'accepte difficilement qu'on ait perdu, nous adultes, notre part d'enfance. On

doit la préserver, garder une part de rêve, se dire chaque jour que tout est possible, comme un enfant. Sinon, on se renie soi-même. Cette perte d'enfant que je raconte dans mes livres est une sorte de mise en garde.

Q: D'où la tragédie qui se trouve dans chacun de vos romans?

R: Oui, le sacrifice de nous-mêmes, de nos rêves qu'on sacrifie à l'hôtel du désir, de la convoitise, de l'argent, de l'envie de réussir. On était si bien enfant. Pourquoi tout le monde dit: «C'était mieux avant. Quand j'étais enfant j'étais heureux?» Je connais peu de gens qui ont eu une enfance tragiquement malheureuse.

Q: Et pourtant le manque se fait grandement ressentir dans *L'écrivain* («Une enfance heureuse me manquait» [41]), dans *La liste* («Maman me manque» [124]) ou dans *La première chose* («ta soeur me manque, mon petit» [78]).

R: Cela doit être vrai chez moi. Même si mon enfance a été dure, il y a quand même des zones de lumière extraordinaires et je ne veux pas la perdre. Alors je me raccroche à cela en révélant son importance. Dans le cas de Jocelyne de *La liste*, elle a eu une enfance heureuse, des parents formidables, une mère artiste, un père ingénieur. Elle rêve d'être styliste, d'avancer dans une jolie vie qu'elle choisit mais sa mère décède accidentellement, ce qui empêche la réalisation d'elle-même. Elle aurait pu partir mais elle reste. Elle décide de sacrifier sa vie aux autres. Est-ce qu'on doit faire ça? A-t-on le droit de se dévouer? A-t-on le droit de refuser le sacrifice pour réaliser sa vie? C'est une vraie question. Combien de gens ont gâché leur vie parce qu'ils restent associés au malheur de quelqu'un? Combien de femmes ont renoncé à une vie formidable parce que leur mari était malade ou qu'un enfant était handicapé?

Q: On retrouve un peu cela dans *L'écrivain*.

R: Oui, dans *La première chose* aussi. Le père, qui ne supporte pas la mort de l'enfant, disparaît. La maman malade, ne se remet pas de la perte de son enfant, c'est-à-dire de la perte de cet Éden de vie. De tout façon, grandir, c'est aller dans le chaos, on le sait. Par conséquent, j'essaie d'apprendre et d'apaiser cela avec mes histoires. Si on garde l'esprit de notre enfance, elle est un salut inimaginable pour la suite.

Q: Outre l'enfance, ce sont aussi les liens familiaux que vous analysez.

R: Oui. Tout ce qui tourne autour de la famille m'intéresse, d'ailleurs plus que le

couple. Je n'ai pas grand-chose à raconter sur le couple; quand c'est heureux, c'est ennuyeux. Par exemple, chez David Foenkinos, qui traite beaucoup le couple, seules les rencontres et les séparations représentent des moments intéressants. Par contre, la famille reste extraordinairement riche. Elle est le symbole de la société et du monde dans lequel on vit. Quand je parle d'enfants qui meurent et qui détruisent, ce sont les enfants qu'on sacrifie aujourd'hui, que la politique sacrifie aujourd'hui, des enfants qui n'ont pas beaucoup d'avenir ou d'espoir, qui n'ont pas d'emploi, des jeunes parmi les moins de 25 ans touchés par 25–30% de chômage dans certaines régions. C'est aussi l'école française qui ne fait pas toujours bien son travail avec nos enfants. Pourtant, ces derniers représentent nos avènements, nos espérances. Mes livres revendiquent ce besoin de ne pas tuer l'enfant qu'on a été car je sais que nos rêves sont réalisables. Être adulte, c'est réaliser ses rêves de môme.

Q: C'est une chose que vous semblez avoir en commun avec certains réalisateurs français qui tentent à travers leurs films de se réapproprier cette enfance pour ne pas la perdre.

R: J'avais fait un premier court métrage formidable (il y a quinze, vingt ans) de 14 minutes qui s'appelait *On ne se refait pas*, un film qui racontait l'histoire d'un petit garçon de 12 ans qui se rencontre à 40 ans et se demande ce qu'il a fait de sa vie, de ses rêves. Cette confrontation est terrible car le personnage se rend compte qu'il n'a pas réalisé beaucoup de ses rêves. Ce thème a depuis été repris par Walt Disney avec Bruce Willis dans *The Kid* (Jon Turteltaub, 2000). J'avais déjà cette idée d'enfance il y a quinze ans en réalisant ce court métrage. On doit des comptes à l'enfant qu'on était. On lui a fait des promesses, on s'est fait des promesses enfant, on ne peut pas le laisser en route ce gamin qu'on était. Comment peut-on être père si on n'a pas fait cela? Comment peut-on aimer l'enfance de nos enfants? Je trouve cette question complexe, notamment par rapport à mes propres enfants. On n'apprend pas à être père. On ne peut être père que lorsqu'on a réglé sa part d'enfance, qu'on la gère bien. Lorsqu'on devient grand-père, la relation avec l'enfant est plus agréable et apaisée car la prise de conscience du temps qu'il reste apporte une certaine sérénité. L'inéluctable de la mort venant, on ressent une sorte de joie et inconsciemment d'apaisement, une naïveté heureuse, exactement comme l'enfant qui se croit immortel. Ainsi, le mortel et

l'immortel se retrouvent: le grand-père et le petit. Au milieu c'est compliqué parce qu'il y a tant à faire: le couple, la vie sociale, l'argent et être parent en même temps. C'est compliqué.

Q: Parlez-moi de vos influences littéraires. J'ai remarqué que vous citiez beaucoup Jean Folain.

R: C'est un des rares poètes du quotidien, de la vérité des gens, de la beauté simple des choses. Il raconte poétiquement comment une soupe se mange en quatre lignes, avec des mots que tout le monde peut comprendre. J'ai gardé un souvenir de lui par cette accessibilité-là. Folain, étant notaire, écrivait par passion car il avait des amis écrivains connus. J'ai toujours gardé certaines de ses expressions et ai voulu lui rendre hommage. J'aime la littérature ample et généreuse de Pagnol, Giono, Dumas, ou les récits stylés de Laura Kasischke, poétesse du Michigan, ou Edith Wharton. Je me suis inspiré du polar américain, belle école de l'économie et de l'efficacité: petits chapitres, une intrigue qui avance vite, assez caractéristique de l'air du zapping dans lequel on vit. Un livre doit être dans un rythme. Je relisais la trilogie de Pagnol, *Marius-Fanny-César*, avec ce côté provençal joyeux et trouvais cette oeuvre qui raconte l'histoire d'une famille, d'une trahison, extraordinairement belle. Ce type de littérature me trouble, m'inspire et me permet aussi de comprendre mieux mes relations aux autres.

Q: C'est très intéressant que vous me parliez de Pagnol car dans vos livres j'ai l'impression que vous reconstruisez le monde des petites gens, une certaine atmosphère pagnolesque empreinte d'un cinéma des années 1930 où on retrouve par exemple, un garagiste (*La première chose qu'on voit*) ou une mercière (*La liste de mes envies*).

R: Ces petites gens, c'est moi! Ces gens formidables représentent la majorité de la population. Je viens de province, j'aime mes racines et je suis fier d'où je viens. Peu importe que ce soit le Nord ou le Sud, il y a une belle humanité en province et je trouve très joyeux de rendre hommage aux gens que j'ai croisés. Mon père avait un très grand magasin de tissu à Valenciennes, d'où une mercière un jour. Les garagistes sont des métiers ancrés dans le réel. On vit aujourd'hui dans une sorte de virtualité. Les gens ne se parlent plus, ne se touchent plus. Moi, je rends hommage à ces gens-là, qui existent, à la vérité de ces gens dont on ne parle jamais dans les livres, qui ne sont jamais des héros. Tous mes livres se passent en province parce que j'aime

cet univers, cette espèce de langueur, de gravité, d'humanité plus juste, moins superficielle.

Q: Et justement vos livres se situent principalement dans le Nord-Pas-de-Calais, la Picardie ou la Somme, jamais à Paris.

R: J'aime écrire sur les lieux que je connais par respect pour le lecteur. Le Nord est une région que je connais et un parfum que j'aime bien. Il faut que ce soit authentique pour les personnes qui lisent. À Long, ce village de la Somme (de *La première fois*) on peut maintenant faire le circuit du livre, avec des extraits à chaque endroit. Les habitants sont ravis que leur village soit tout à coup devenu un héros. Je trouve cela formidable que les livres reviennent dans la vraie vie.

Q: Certains lieux se retrouvent d'un livre à l'autre. Valenciennes, bien sûr, et sa dentelle d'abord associée à la mère (*La liste*), à une certaine beauté et à une fragilité indéfinissable. Puis à la fin du roman, c'est le visage d'une autre mer (Méditerranée) qui apparaît avec des «dentelles d'écumes» (*La liste* 161), une belle image poétique. Le Touquet, lui, est plutôt l'endroit où les personnages de *L'écrivain* et de *La liste* s'échappent. Pourquoi ces choix?

R: Le Touquet était la mer la plus proche où on allait quand on était petit. C'est très simple on allait là, à Ostende ou à la Panne parce qu'en habitant à Valenciennes, la mer la plus proche c'était celle-là, la sublime mer du Nord. Il faut une doudoune le 15 août mais à part ça, c'est super! La mer est gelée, c'est venteux mais c'est formidable. Enfant, j'ai des souvenirs merveilleux du Touquet, d'Hardelot, de La Panne, Knock, Blankenberge, tout ce petit bloc de mer franco-belge qui était fantastique. J'ai vu la mer Méditerranée très tard dans ma vie, à 18 ans, avec du béton devant, des embouteillages. La mer du Nord nous faisait rêver par son vrai bord de mer magnifique, et cette impression d'avoir accès à l'infini. Parler du Touquet me permet également de rendre hommage à la mémoire de ma famille, dont les membres disparaissent les uns après les autres, et garder une trace de tout cela. Le Touquet a bien évidemment changé depuis mais je m'en souviens du temps où on l'appelait encore Paris-Plage.

Q: La quête du bonheur est également un thème récurrent dans votre oeuvre que vous résumez bien: «Ce fut une journée belle comme l'enfance» (*La liste* 167). Faut-il y voir une certaine nostalgie?

R: Non, pour moi il n'est pas question de nostalgie. Ce qui m'intéresse est la façon dont on gère son enfance quand on est

adulte et je suis convaincu que si on la perd, on n'est incapable d'être heureux, de trouver la paix et on reste fissuré.

Q: Le mensonge est un autre thème important dans vos romans. *La liste* commence avec «on se ment toujours» et les adultes mentent souvent aux enfants dans *L'écrivain* et *La liste*.

R: Le mensonge est au coeur de la vie. Si on parle du mensonge dans mes livres, le premier mensonge fondateur de *L'écrivain* est celui qu'on dit à l'enfant qu'on félicite pour son mauvais poème. On ment, on est dans une relation de mensonge mais ce sont des mensonges souvent nécessaires. Pour *La liste*, Jocelyne se regarde, ce n'est pas la plus belle femme du monde mais quand elle se regarde avec ses rondeurs, ses disgrâces élégantes, si elle se trouve belle alors elle le devient. C'est important et cela l'aide à tenir. La vérité est épouvantable donc on se ment, ce sont des petits mensonges, des arrangements avec soi-même impérieux.

Q: On accepte aussi les mensonges des autres. Vous ajoutez dans *La Liste*: «Plus les mensonges sont grands, moins on les voit venir» (79).

R: On vit dans une société de mensonge. Les hommes politiques nous mentent. Seuls les livres ne savent pas mentir car ils se définissent comme un objet de mensonge. Ils s'avouent être une fiction et donc ne mentent pas.

Q: Un autre mensonge, celui de l'identité est bien sûr l'un des sujets majeurs de *La première chose*. Outre la récurrence de thèmes spécifiques, j'apprécie beaucoup les liens stylistiques voire syntaxiques qui se tissent entre vos livres, de façon à créer une certaine cohérence dans votre oeuvre.

R: Cela s'explique de façon simple: le même auteur a écrit ces livres. C'est bête ce que je dis mais en fait tout est inconscient, c'est-à-dire qu'il existe quand même une cohérence dans ma vision, et j'avance. Mikaël Chirinian, qui a joué seul au théâtre *La liste de mes envies*, a compris cela. Quand on lui a demandé pourquoi il avait choisi de jouer seul, il a répondu que chacun des personnages était un bout de l'auteur—qui a créé Jocelyne, Jocelyn, les jumelles, etc. Puisqu'il parlait d'un livre et d'une pièce, Mikaël trouvait amusant de s'inspirer de l'auteur et d'être comme il avait été, tous les personnages. Je pense que je suis tous mes livres, ce qui se traduit par une cohérence inconsciente. Je dois sans doute avoir des fantômes, des angoisses, et d'autres choses qui reviennent. Mes personnages meurent de la même manière, l'un des

parents est toujours fracassé, ce ne sont sûrement pas des coïncidences mais des manières d'apprivoiser mes mensonges.

Q: À quel(s) personnage(s) ressemblez-vous le plus?

R: Je ne sais pas. À un moment je peux être la maman d'Arthur qui se ronge à l'idée de perdre un enfant. Je peux être le père qui disparaît dans les cimes des arbres, PP le garagiste qui aime toutes les femmes et qui aurait voulu sauver Marilyn Monroe. Je suis Jocelyne et Jocelyn. Je crois que je suis un peu de tous et je les aime tous, même les lâches, même les méchants parce qu'on n'est pas que des gens formidables. Mes personnages correspondent aussi à des questions que je me pose. Par exemple, je me demande ce que j'aurais fait si Marilyn Monroe avait un jour sonné à ma porte. Quand PP le garagiste dit qu'elle serait morte de vieillesse, c'est beau parce que cela implique que l'amour peut sauver quelqu'un. Mais il dit également que l'amour peut tuer les gens, car s'il s'arrête, il fait place au manque et à la dépendance si bien que les gens en meurent. On oublie souvent cela. L'amour éternel, l'amour qui dure, je n'y crois pas, enfin pas encore.

Q: Vous dites également que la famille ne dure pas.

R: En effet, la famille ne dure pas non plus, comme beaucoup de choses d'ailleurs. Il faut donc en profiter au maximum.

Q: Vous illustrez la fragilité de la vie en citant *Les choses de la vie* (Claude Sautet, 1970) dans *L'écrivain* et *La première chose*. Qu'est-ce qui vous plaît tant dans ce film?

R: C'est un film absolument merveilleux, sans doute le plus énigmatique de l'œuvre de Sautet et j'adore ce réalisateur jusqu'à ses deux, trois derniers. C'est le cinéma français que j'ai découvert dans les années 70, qui, à l'époque, était incroyable de modernité. Le dimanche après-midi, après la pension, on regardait *Fanfan la Tulipe*, Jean Marais, un western ou des films de cape et d'épée. Et puis un jour, un film complètement contemporain apparaît, les mêmes voitures DS qui sont dans la rue, les gens qui fument, Romy Schneider, on avait douze, quatorze ans et tout d'un coup on voyait notre vie sur l'écran. Cette contemporanéité se retrouve aussi dans les dialogues et les questions que pose Sautet, notamment par rapport aux relations affectives. Seule l'amitié tient la route chez Sautet—*César et Rosalie* (1972), par exemple—mais à part cela, le couple ne marche pas, le désir ne marche pas, l'amour est un drame. On veut toujours la femme de l'autre, celle qui reste seule

n'est pas convoitée car elle n'est pas bien. Ce cinéma m'a marqué. Les premiers grands films de mon époque étaient de Claude Sautet. Et puis, les musiques sont toujours fantastiques. Il y a une élégance remarquable. D'ailleurs, Yves Montand n'a jamais été aussi bien que chez Sautet. Piccoli, Schneider, Audran, aussi étaient tous incroyables.

Q: Oui, de grands acteurs de l'époque. Votre appréciation pour le cinéma est d'autant plus évidente dans *La première chose* où vous mettez en scène le sosie de Scarlett Johansson. Pourquoi ce choix?

R: Question suivante! Lorsqu'il a fallu trouver l'incarnation de l'idéal féminin, il s'agissait de repérer une actrice qui, comme Marilyn Monroe, incarnerait la féminité universelle. Elle est blonde et un peu ronde, ce que j'aime car l'anorexie ne m'intéresse pas. J'ai cherché un peu partout en France une actrice qui aurait un énorme potentiel et qu'on pourrait reconnaître dans un petit village. Je n'étais pas sûr qu'on reconnaisse assez Marion Cotillard pour que l'histoire fonctionne car il fallait quand même une vedette passablement reconnaissable à l'international. J'ai été étonné qu'autant de gens en France connaissent Scarlett Johansson. Je trouvais que Scarlett était vraiment incroyable; elle a une telle photogénie et c'est une superbe femme. En me baladant sur les sites internet, je me suis aperçu qu'elle était appréciée aussi bien par les hommes que par les femmes—Scarlett est encore un peu enfantine et n'engendre pas la méfiance ou la jalousie des femmes. Ainsi ai-je écrit l'histoire: on croit voir Scarlett, elle ressemble à Scarlett, on la prend pour Scarlett mais cette pauvre fille est en fait Jeanine Foucamprez. Elle est ravissante, trop sublimement belle, et lorsqu'elle arrive dans ce petit village, on se trompe sur son identité. Elle fait de la pub dans un supermarché, le mannequin chez Pronuptia mais on ne sait pas quoi faire de sa beauté. Lorsque Jeanine a dix-sept ans, sort en France un film qui s'appelle *Lost in translation* (Sofia Coppola, 2003) et grâce auquel le monde entier découvre Scarlett Johansson. Du jour au lendemain, Jeanine, sosie de Scarlett est privée de sa propre identité car quelqu'un d'autre, d'une notoriété mondiale a pris sa place. Le point de départ, cette confusion d'identité—être pris pour quelqu'un d'autre aussi bien physiquement que psychologiquement—m'amuse.

Q: Vous analysez donc comment le regard des autres définit ou redéfinit l'identité d'un individu?

R: Oui et j'ajouterais aussi comment on est. Les gens s'arrêtent à la première chose qu'ils voient et jugent vite l'extérieur en oubliant la personne qui se trouve à l'intérieur. Le livre est une réflexion sur notre obsession à vouloir ressembler à des modèles. La vraie beauté est l'estime de soi. Après c'était amusant, ce prétexte me permettait de parler de cinéma, de raconter l'improbable: arrive dans votre vie la plus belle fille, qu'est-ce que vous en faites? Entre ce qu'on rêve, ces petits mensonges qu'on se dit et puis la réalité... j'ai pris au mot l'idée. Arthur découvre qu'au-delà du physique qui lui plaît, existe une vraie personne à l'intérieur de ce corps. L'histoire est plutôt jolie en ce qu'elle parle de sentiments, ce qui a d'ailleurs touché les plus jeunes. J'ai rencontré une jeune femme et son père de cinquante ans qui ont été très émus et touchés. En même temps, je trouve que la scène du supermarché où les protagonistes ont décidé de s'installer ensemble est assez tragique. C'est une scène qui m'a bouleversé quand je l'ai imaginée et écrite. Ils prennent chacun un dentifrice et des pâtes différentes. Déjà, c'est fini. Alors Arthur remet ses pâtes pour essayer d'être près d'elle—il vient de renoncer. Ce couple, s'il fonctionne, sera un renoncement de soi pour se mettre dans l'autre et ils sont prêts à le faire tous les deux, et c'est possible.

Q: Avez-vous un livre préféré parmi ceux que vous avez écrits?

R: Non, je les aime tous, différemment. Je les compare à des enfants qui ont chacun leurs qualités et leurs défauts. J'étais très heureux de *La liste* qui est plus un livre de divertissement, après *L'écrivain*, un livre plus lourd. Le succès de *La liste* a permis à *La première chose* d'avoir un très beau succès également et surtout de relancer, notamment en poche, *L'écrivain*, offrant aux lecteurs la possibilité de le découvrir. Littérairement, les gens ont plus apprécié *L'écrivain*. Quant à *La liste*, il a eu un tel succès qu'il est difficile de savoir pourquoi il a été lu (pour son succès ou pour son histoire). *La liste* a forcément été lu par des gens qui ne lisent jamais mais ils ne reviendront pas forcément à mes autres. Je les aime tous, tous me font avancer, tous racontent une histoire intéressante. Mes livres sont liés par une vision cohérente, une parole, une écriture qui arrive.

Q: Parlez-moi de votre nouveau livre *On ne voyait que le bonheur*.

R: Je retrouve l'inconscience du début en osant prendre davantage de risques. Peu importe que le livre soit bien reçu ou pas. De toute façon je n'ai jamais écrit dans

cette optique car il est impossible de prédire le succès d'un livre. Si j'ai peut-être réussi et que mes livres ont touché les gens, c'est parce que je n'écris pas pour cela, je ne calcule pas. Écrire n'a jamais été chez moi une obsession. J'ai commencé à écrire pour moi et je pense que les gens ont ressenti ce plaisir et cette sincérité. Je veux absolument garder mon insouciance et pour le prochain livre c'est pareil. L'histoire touchera, ne touchera pas, les gens la trouveront belle, bouleversante, trop dure—qui sait? Pour l'instant je continue à faire mon sillon.

Q: Avez-vous une façon particulière de travailler, une routine ou un rythme pour faciliter l'écriture?

R: Non. C'est très long, un livre et en fait je m'aperçois qu'il est là depuis l'origine. Après viennent des déclencheurs qui permettent la naissance d'un bout de l'histoire. Moi, je rentre dans le récit par les personnages, par un univers. J'avais envie d'être une femme pour *La liste* alors que pour *L'écrivain*, cela m'amusait de faire une trajectoire par rapport à la mienne en brouillant les pistes; certains lecteurs ont d'ailleurs cru que c'était mon histoire car je raconte Valenciennes, ville dont je suis moi-même originaire. Les histoires sédimentent lentement avec le temps et puis un jour apparaît un déclencheur, un article de journal, une réplique de film et tout ce qui était alors inconscient sort. Puis s'ensuit la technique, le temps pour écrire le brouillon de l'histoire—pendant les vacances en ce qui me concerne car je dois égale-

ment gérer le travail de l'agence—un an de travail d'écriture, de fabrication. Ceci dit, mes quatre livres ont paru en quatre ans. Je travaille beaucoup, de façon très concentrée, mais ce n'est que du plaisir. J'écris dans la joie absolue et ne crois pas à la souffrance de l'écriture. Écrire doit être un plaisir. Cela ne m'empêche pas d'avoir des thèmes tourmentés mais l'écriture reste une chance et un bonheur inouï. C'est un matériau vivant avec lequel on travaille et qui me donne un vrai plaisir de bricoleur. En général, j'écris le matin, en bonne forme dans la lumière et la gaieté. Écrire est une activité physique fatigante et cérébrale qui demande beaucoup de concentration et je préfère être en forme. Pour moi, rien n'est plus jubilatoire que de trouver le mot ou la phrase qui correspond exactement à ce que je voulais dire sur un personnage ou une émotion. C'est la magie de l'écriture! Mon plaisir est dans cette excitation-là, quand ça marche, c'est extrêmement jouissif.

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FRENCH ADVOCACY IN A NUTSHELL

The AATF has a Commission on Advocacy to defend your French program, whether you are a member or not. We have a Web site to explain our goals and objectives entitled "Ideas for French Language & Culture Advocacy" in the U.S. [www.utm.edu/staff/globeg/advofr.shtml] with a number of state-specific Web sites and informational databases linked to it.

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

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

What else will we do? We will help you create a game plan, and then play an appropriate role in its execution. Though we cannot guarantee to thwart the bad guys, we can be your best chance to save a good program, provided you let us know early enough. Of course, AATF members receive regular news of what we are doing through our paper publications and on our Web site [www.frenchteachers.org].

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

HAVE YOU MOVED OR PLANNING TO MOVE? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.80 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be emailed to [address@frenchteachers.org].

Change of Address		
Name _____		
Last	First	Middle
New address _____		
City	State	Zip
Old address _____		
(as it appears on mailing label)		
City	State	Zip
Date new address takes effect: _____		
Send this form to: AATF, P.O. Box 2617, Carbondale, IL 62902-2617; FAX: (815) 310-5754; E-mail: [address@frenchteachers.org].		

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 00). Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrate@frenchteachers.org].



PROMOTIONAL MATERIALS FOR THE CLASSROOM



Promotional DVD: *Forward With French*

10-min. DVD of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, and businessman. It shows why French is still the language to learn. \$15 (members)/\$18 (nonmembers).

Promotional DVD: *Forward with FLES**

11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers. \$15 (members)/\$18 (nonmembers).

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

The front shows a map of the world with areas where French is the official language highlighted in red. The back lists in French areas where French is the official language under the heading *Ici on parle français*. Navy. Sizes: L, X, XXL. \$18 (L or XL), \$19 (XXL)

Allons au cinéma: Promoting French Through Films

Newly-published cinema manual. Activities and suggestions for using 14 French and Francophone films produced by the AATF Commisison for the Promotion of French. \$25 (members)/\$40 (nonmembers).

Calendrier perpétuel

Revised and expanded volume highlights significant events in French and Francophone history as well as birthdates of famous Francophone individuals. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (nonmembers)

Parlez-vous...Poster Series

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

Cuisiner et apprendre le français

Cookbook with 34 illustrated recipes (French and English) accompanied by classroom activities and reading texts. Glossary. \$25 members)/\$40 (nonmembers)

Making Global Connections Using French Language and Culture: Standards-Based Lessons

Manual produced by the AATF Student Standards Commission containing learning scenarios for novice through intermediate learners. \$25 (members)/\$40 (nonmembers)

Vive le français! Activities for the French Classroom

Collection of Classroom Activities and *Salut les jeunes!* activities from past issues of the *National Bulletin*. \$30 (members)/\$40 (nonmembers)

Les Fables de la Fontaine Activities Manual

Collection of Classroom Activities activities to accompany the 2009-2010 National French Week poster. \$20 (members)/\$30 (nonmembers)

To order these materials send your order and payment to AATF Materials, P.O. Box 2617, Carbondale, IL 62902-2617. Direct questions to [aatf@frenchteachers.org]. Prices valid until 6/30/14



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

Quantity	Size	Cost
___ FMLM Tee-Shirt @ \$18	M L XL XXL (circle size required) (add an additional \$1 for XXL)	_____
DVDs		_____
___ <i>Open Your World</i> (\$15/\$18)	___ <i>Forward with French</i> (\$15/\$18)	
___ <i>Forward with FLES*</i> (\$15/\$18)	___ All three on one DVD (\$45)	
Publications		_____
___ <i>Calendrier perpétuel</i> (\$15/\$18)	___ <i>Cuisiner et apprendre le français</i> (\$25/\$40)	
___ <i>Parlez-vous posters</i> (\$25/\$40)	___ <i>Making Global Connections</i> (\$25/\$40)	
___ <i>Vive le français!</i> (\$20/\$30)	___ <i>Les Fables de la Fontaine</i> (\$20/\$30)	
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MODEL LETTER TO THE EDITOR

It was with sadness but not surprise that I read the recent report about the demise of French in the Mattituck School District. As the school population on the North Fork continues to ebb and our school districts are put under more and more economic pressure, cutting programs continues to be a place where we look to save money. However, is this wise? At this dire juncture in our nation's history, in a world that is increasingly conflicted and barbaric, can we afford to dispose of the bridges that bring us together and help us to communicate and to understand our friends around the globe? In these perilous economic times for our nation and other nations on the world's economic stage, can we afford to speak only English or the languages that we commonly hear in our neighborhoods?

I have taught French on the North Fork for my entire professional career and believe today as I did when I started teaching that French is a vital language of major import in our world. It is the language spoken in all three of the cities where the EU headquarters are: Strasbourg, Brussels and Luxembourg. It is both a working and an official language of the United Nations, the European Union, NATO, the International Olympic Committee, the International Red Cross and the International Court. It is the third most widely used language on the Internet, ahead of Spanish but behind English and German. It is the language of more than 250 million people in over 55 countries on all five continents; French is the only language besides English that is taught and spoken on all continents of the globe. French is the language of the world's fifth largest economy; France is the third most popular destination for foreign investment. Montreal is the second largest French speaking city in the world and Canada is the United States' most important export market. French is the language of the world's number one tourist destination: France; France welcomes over 70 million visitors each year.

Besides its' relevance in economics, diplomacy and politics, French also permeates our history and our culture. French is the language that contributed 40% of the words that we use in the English language today. It is the language of the scientist who discovered the AIDS virus. It is the language of the authors of our Bill of Rights and France's *Déclaration des Droits de l'Homme*. It is the language of the revolutionaries who followed our example and fought for a government

for the people. France is one of our allies and they fought in our revolution. We fought shoulder to shoulder in both world wars with our Francophone friends from Belgium, Canada, and France. French is the language of cooking, fashion, theatre, visual arts, dance, and architecture. The study of French is the study of the culture and history of the globe.

This past summer I spent the month of July at the University of Liege in Belgium. I was awarded a scholarship from the American Association of French Teachers to study the culture of French-speaking Belgium and to attend some of the commemorative events in recognition of the 100th anniversary of the First World War. The war started in Belgium when the Germans ignored Belgium's neutrality and invaded in order to get to their main target, France. Everywhere on the European continent I saw evidence of the current importance of French as the language that is most spoken and most useful in Europe, second only to English. The time that I spent in Belgium and Holland reaffirmed what I already knew, that French is a 21st century language and learning it is a 21st century skill.

More than 75% of the U.S. population are unable to hold a conversation in another language. Over 70% of US foreign language students study Spanish. 3 out of 5 U.S. states expect a shortage of foreign language teachers in 2015. Only 8.9 million or 18.5% of the population of eligible students are enrolled in foreign language courses and most study for only 2 years. Five states: California, Texas, New York, Florida, and Pennsylvania combine to represent over 40% of the total foreign language enrollment in secondary schools in the U.S. Only 10 states in our country require a minimum amount of foreign language study for high school graduation. Only 8% of college students study a foreign language and only 1% graduate with a language major.

Hopefully these numbers and statistics have caused concern and alarm; they should. Let's make language study a national priority and prepare a generation of Americans competent in other languages that are prepared to be global citizens engaged internationally as never before in our increasingly interconnected and interdependent world. Stand up for language education, stand up for French, stand up for more choices: earlier language intervention and more language study in our schools!

Respectfully submitted
Virginia Gilmore
French teacher

LA VILLE DE SAGUENAY

La ville de Saguenay, Québec, où aura lieu le prochain congrès de l'AATF, se situe à deux heures et demie au nord de la ville de Québec et à cinq heures au nord-est de Montréal. Elle a été formée en 2002 par la fusion des villes de Chicoutimi, de Jonquière, de la Baie et de plusieurs villes plus petites et compte aujourd'hui une population d'environ 147.000 habitants. La ville est à 98% francophone.

La Rivière Saguenay traverse la ville pour passer par le fjord du Saguenay avant de se jeter dans le Saint Laurent à Tadoussac. La rivière est un mélange d'eau douce qui descend vers la mer et d'eau salée qui remonte avec les marées jusqu'à la ville. Le fjord du Saguenay est un site d'une beauté exceptionnelle à ne pas manquer. On peut faire des croisières sur le Saguenay et sur le Saint-Laurent à l'embouchure du Saguenay pour voir les bélugas qui s'y alimentent. En fait, en août dernier lorsque nous avons pris le traversier entre Rivière-du-Loup et Saint-Siméon, un peu en amont de Tadoussac, nous avons aperçu des nombreux bélugas qui avaient l'air de jouer dans le courant.

Juste au nord de la ville de Saguenay se trouve le Lac-Saint-Jean, alimenté par plusieurs petites rivières, et qui déverse dans la Rivière Saguenay. Un haut lieu de vacances estivales, on trouve des endroits à visiter comme le site historique de Val-Jalbert, ancien village de compagnie construit autour d'une usine de pâte à papier à côté des chutes de la rivière Ouatouchouan et abandonné à la fermeture de l'usine en 1927, aujourd'hui devenu site historique animé par des personnages en costume d'époque; le zoo de Saint-Félicien où les animaux sont en liberté et les visiteurs dans des cages; ou encore la Musée Louis Hémon à Péribonka. Surtout n'oubliez pas la saison des bleuets.

Nous vous invitons à venir découvrir cette belle région en profitant du congrès de l'AATF. En plus des activités de congrès, nous allons profiter des ressources locales et des animations culturelles prévues pendant la saison estivale. En fait, le congrès de l'AATF sera le premier congrès entièrement étanger tenu dans la ville de Saguenay.

Pensez dès maintenant à proposer une session à [www.frenchteachers.org/convention/proposal/] et à prévoir votre participation à cet événement unique.

Jayne Abrate
Executive Director
[abrate@frenchteachers.org]

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

NEW! Trousse scolaire: Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French. \$4 each or \$2.50 each for more than 10.

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

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

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)

Fleur-de-Lys Medallion, 1-in. silver, laurel wreath border with raised fleur-de-lys. \$7.50 each or 3 for \$18 (\$10 each or 3 for \$21).

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

OTHER MATERIALS

Allons au cinéma: Promoting French Through Film, edited by Dolliann Hurtig and Joyce Beckwith. From the AATF Press. \$25 (nonmembers \$40)

Étudiants sans frontières: Concepts and Models for Service-Learning in French, edited by Jacqueline Thomas. First publication from the AATF Press (190 pp.) \$25.

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)

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. 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)

AATF FLES* COMMISSION REPORTS

Vers les étoiles avec le français ('11) \$10

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

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July 8-11, 2015

CALENDAR OF EVENTS

LINGUISTIC SOCIETY OF AMERICA (LSA), January 8-11, 2015, San Francisco, CA. Information: LSA, 1325 18th Street, NW, #211, Washington, DC 20036-6501; phone: (202) 835-1714; fax: (202) 835-1717; e-mail: [lsa@lsadc.org]; Web: [www.linguisticsociety.org].

MODERN LANGUAGE ASSOCIATION (MLA), January 8-11, 2015, Vancouver, Canada. Information: MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 5-7, 2015, Atlanta, GA. Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; e-mail: [scoltj@gmail.com]; Web: [www.scolt.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 12-14, 2015, Minneapolis, MN. 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].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL), March 21-24, 2015, Toronto, Canada. Information: AAAL, PMN 321, 2900 Delk Road, Suite 700, Marietta, GA 30067; phone: (678) 229-2892; fax: (678) 229-2777; e-mail: [info@aaal.org]; Web: [www.aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) INTERNATIONAL, March 25-28, 2015, Toronto, Canada. Information: TESOL, 1925 Bal-lenger Avenue, Suite 550, 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 16-20, 2015, Chicago, IL. Information: AERA, 1430 K Street NW, Washington, DC 20005; phone: (202) 238-3200; fax: (202) 238-3250; Web: [www.aera.net].

INTERNATIONAL SYMPOSIUM ON BILINGUALISM (ISB10), May 20-24, 2015, New Brunswick, NJ. Information: ISB10 Web: [isb10.rutgers.edu/].

ASSOCIATION OF INTERNATIONAL EDUCATORS (NAFSA), May 24-29, 2015, Boston, MA. Information: NAFSA, 1307 New York Avenue, NW, 8th Floor, Washington, DC 20005-4701; phone: (202) 737-3699; fax: (202) 737-3657; Web: [www.

nafsa.org].

INTERNATIONAL CONFERENCE ON APPLIED LINGUISTICS, 30-31 May, 2015, Minghsiang, Chiayi, Taiwan. Information: Yachin Tsai, e-mail: [icaltaiwan2015@gmail.com]; Web: [www.ncyu.edu.tw/df/content.asp?site_content_sn=45760].

LINGUISTIC SOCIETY OF AMERICA (LSA) LINGUISTIC INSTITUTE, July 6-31, 2015, Chicago, IL. Information: LSA, 1325 18th Street, NW, #211, Washington, DC 20036-6501; phone: (202) 835-1714; fax: (202) 835-1717; e-mail: [lsa@lsadc.org]; Web: [www.linguisticsociety.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH (AATF), July 8-11, 2015, Saguenay, Quebec. Information: AATF, P.O. Box 2617, Carbondale, IL 62902-2617; phone: (815) 310-0490; fax: (815) 310-5754; e-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

INTERNATIONAL ASSOCIATION FOR LANGUAGE LEARNING TECHNOLOGY (IALLT), August 11-15, 2015, Cambridge, MA. Information: IALLT, Web: [www.iallt.org].

AFRICAN STUDIES ASSOCIATION (ASA), November 19-22, 2015, San Diego, CA. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-1366; Web: [www.africanstudies.org].

YOUR FRENCH PROGRAM IS WORTH SAVING

What are some of the challenges of declining enrollments? (1) assessing the future of graduate literature programs; (2) going beyond literature to attract Majors; (3) encouraging vs. discouraging split majors; (4) dwindling enrollments in grades 5-8; (5) attracting students; (6) assessing the usefulness of French. What are some of the negative attitudes that might thwart language Teaching? (1) language as enrichment rather than core subject; (2) language as part of a gifted/talented or special project; (3) language not part of a "school-to-work" curriculum; (4) languages and literatures as "high culture" subjects; (5) difficulty recruiting qualified teachers; (6) funding shortfalls; funding is presently based on literacy and numeracy; (7) relative difficulty of learning a language; (8) reduced contact hours; (9) global studies programs with no language requirement.

What is advocacy and how does it differ from promotion?

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

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

Teachers who promote French and teachers who advocate for French need to work together, and often their efforts will overlap. They need to build their own resources: (1) find local business people who promote languages in their business; (2) outline French moments in American and local history; (3) locate well-known people in your state/community who speak French; (4) profile the local school districts and colleges/universities in your area; and (5) use available resources such as the French Embassy or Consulates, Invest in France Agency, Alliances françaises, French-American Chamber of Commerce, world trade organizations, etc. The AATF Advocacy Depot provides many ideas for chapters on how to mobilize their troops at the grass roots level. Former AATF Vice-President

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



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REMINDER: IMPORTANT DEADLINES AND DATES

December 15	Deadline for submissions for proposals for the 2015 AATF Convention in Saguenay, Quebec (see page 14) Deadline for submissions for the 2015 Future Leaders Fellowship Program (see page 6)
January 20	Deadline for applications for the ASFAP Scholarship (page 14)
February 1	Deadline for applications for ISE Language Matters Award (page 19) and Ludwig Excellence in Teaching Awards (page 16)
February 15	Deadline for applications for AATF Summer Scholarships (see January issue)
March 1	Deadline for submissions for FLES* Poster Contest (page 8)
March 15	Deadline for applications for the Exemplary French Program (see page 3)
May 1	Deadline for pre-registration for the convention in Saguenay at the Early Bird rate (see page 14)
June 7	Deadline for making hotel reservations at the convention rate (see page 14) Deadline for pre-registration for the convention in Saguenay at a reduced rate (see page 14)
July 8-11	AATF Convention in Saguenay, Quebec (see page 14)
August 1	Deadline for submission for the special issue of the <i>French Review</i> (page 6)

DO YOU SPEAK, OR KNOW SOMEONE WHO SPEAKS, THE KRIO, MENDE OR TEMNE LANGUAGES? VOLUNTEER TO HELP WEST AFRICA

Since the rise of the Ebola crisis, Translators without Borders (TWB), a non-profit organization that provides translation services to support humanitarian efforts, has translated posters and informational materials from the CDC, International SOS, and Doctors without Borders into Yoruba, Hausa, Igbo, and Swahili. Most printed information about Ebola is in English or more widely spoken African languages, leaving out smaller language communities that are also affected by the virus. This issue can be addressed by providing educational materials about Ebola in the localized languages of the affected populations. You can help! Volunteer! There are still communities that are in dire need of accurate information about the symptoms, spread, and treatment of the virus - information in the language they use every day. Specifically, there is a critical need for content in the Krio, Mende, and Temne languages. For more information about Translators without Borders and to sign up as a volunteer translator, go to [<http://translatorswithoutborders.org/>].