

Maryse - Bastie
Touret's perf.

5/18/78

395

Fieldnotes from France.

1978-79

Kathryn M. Anderson-Levitt, Ph.D.
U. Michigan-Dearborn CA 29
Dearborn, MI 48128-1491

Seating, students
oo = glasses

Tourtet bcp

5/18-4

blackboard
front of room



↓ N class
door

Sandrine ♀
oo ♀

Jenevieve ♀
CE next to

Sonia ♀

(K)

Jean-Noël ♂
oo

Christian ♂
oo

Benoît ♂
oo

Michel ♂

Saskia ♀
oo

Olga ♀

Jamilla ♀

~~Isabelle ♀~~
~~Sonia~~

Marie-Rose ♀
oo
CE next to

Maryse Bastie, 8:20, 8:25

6/19/78-2

notes written at midi
↓

I followed Mme Tourtet into yard.

Friendly conversation, then: K: Interview?
yes, next wed (last wk school), when calm.

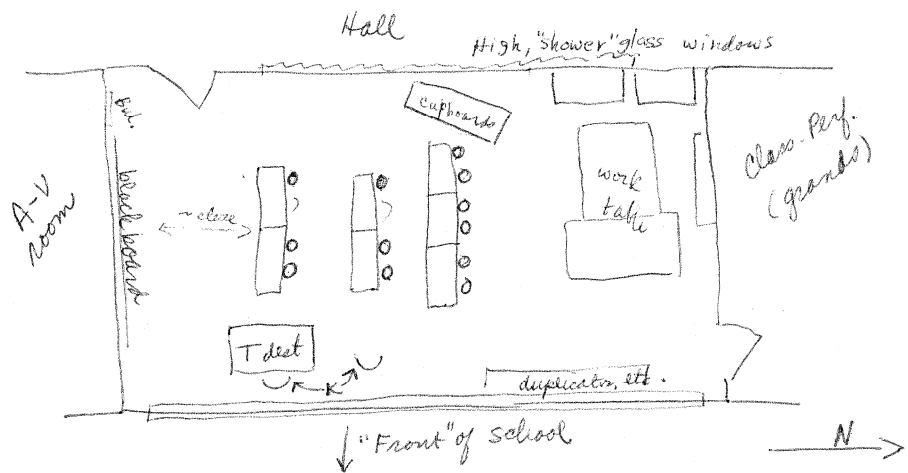
Then see Martine: ^{K:} Déjeuner Amer. Samedi à midi?
Umm, Pierre's working on their corridor, that's
been open to the air for a couple weeks. He's
rushed, because they're leaving for vacation
July 7 ((shit!)). K: Maybe Fri eve instead?

Mme d. Simone arrives — Oh, Fri eve, x, because of
other people invited. ((She really puts pressure on Martine)).
"It was for you..." I have to leave, feel bad
about the situation. ((Wish I could go on vacation w/ them,
for a week or so.))

The Classroom

Touret's
perf.

5/18-2



On the 4' high cupboards near back row of seats, were several large sheets of paper w/ sentences written, e.g. *djanila pignee isabelle*. w/ various letter combos in diff. colors. written in many colors w/ felt tip pens.

Mme Tourtet's class de perfectionnement

5/18-1

Maryse Bastie 8h30-11h30; 1h30-3h; 4h-4h30.

This visit was arranged over a week ago; however, I did not propose a formal interview to Madame at the time. At the break I proposed it, tho', + gave my consent form. She OK'd it later - but we'll meet at her home, in a week or two.

On Mme Tourtet, see ~~Journal~~ Notes 5/19-32 thru 38.

Arrived in classroom about 8:20 am, she was then running off sheets. She was "de service", ie, "on duty", today (ringing bells, watching kids at recess), ∴ less time to prepare materials.

(T. are "de service" only once or twice / month, equal turn for each.)

Notes written same eve.

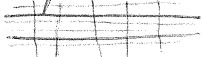
"de service"

Classroom, cont.

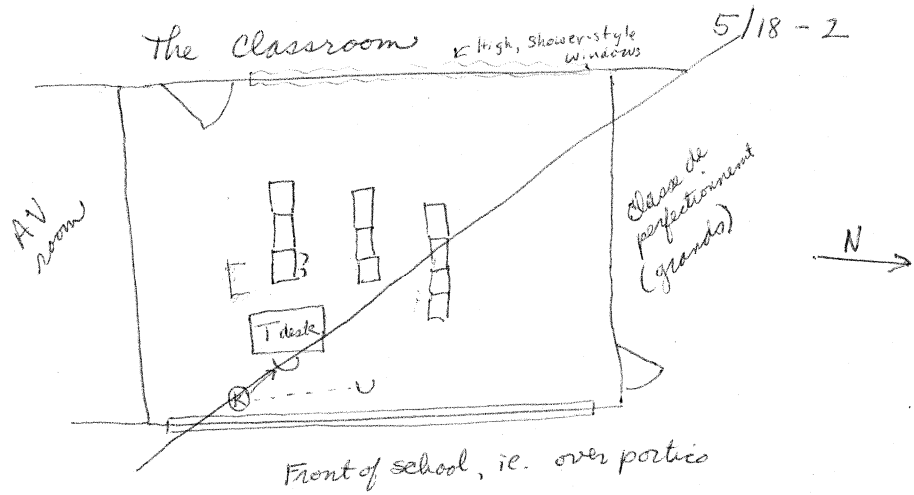
5/18-3

Blackboard.

The blackboard had a sliding panel; when Mme announced a calcul exercise for "les grands" in the AM, she slid the panel over to reveal the exercise, which she'd already written.

The board is actually green. Half the right side is permanently ruled like the cahiers, ie, .

During the lesson on left & right, Madame tacked sheets of paper onto the board. That's handy!



Morning activities

5/18² 5

1. talk - fish (Sandrine told how her family was poisoned from eating fog. fish.) Kids report, egs "I had x for supper"

2. table - "aliments", meals

- who didn't eat breakfast (Benoit)
- family to be drawn at table:
(T: papa works, not there, perhaps)
"mon papa est malade"
- médicaments - Benoit took them this AM

In leading a discussion about food + meals, T learns all this about kids' homes + personal lives.

desins → maturité

(Geneviève (Steph's si) + Marie-Rose → CE next yr.)

3.9.15 -

Tourtet's

T's comments to me (from across the room) sometimes for students' benefit as well;

5/18/06

- girl w/ trouble talking
ooga - port - & fr.
- "2 aggressifs" (Benoît, Sonia)

3 - talk, participate

- "a girl who usually doesn't eat" Esabelle
— it's formidable that she reported eating a big dinner last night



explaining
my presence

T's comments, thru-out day, to
kids about me:

5/18-7

"La dame" is here to see how you work, so
appey yourself.

"Sandrine, Mme Anderson won't return if you
continue like that."

Meanwhile, several kids asked at times about the
note I was taking, & I explained that I
was American, & trying to learn about how
things went in French schools, & was writing
things down to remind myself. Jamila once
said from her seat, "Oh, she's writing a note,"
and to a stu. from next door, I explained
I was writing down their problèmes de ~~set~~ calcul,
etc. (I think that was her perception.)

More morning activities

- rabbit path clop whole class, motor activities. 5/18-8
hands - (See 5/18-9)

(Class divided into 2 groups;) I later learned they were referred to as ^(I think) —
"les petits" (Benoît, Mechel, Sonia — paste food)
(new) (The two Isabelle's sometimes joined this group)

+
"les grands" phrases ~~(see sheet)~~ on ~~dinner~~ repas.

Several offered - 3 written on board

- "maman prepare le dîner
- papa déjeune
- papa + maman mangent du gâteau
et de la crème
- maman prend son petit déjeuner
- isabelle mange un "choco BN" "

5/18-9

Motor exercises

- 1) T draws a line, L → R, saying it's a path along which a rabbit is hopping. She turns quickly + marks the line, —|—, + kids are to clap at same time.

(I assume she infers from this about kids' coordination, tho her back is half turned @ moment of clapping;
Eg: "oh, Michel, ton lapin marche lent, vramint!"

- 2) "ainsi font" w/ hands, then...

a story w/ one hand, to get them used to counting the French way? or just for exercise?

Papa = thumb, mama = 1st, grandpa, grandpa + little boy (pinkie) — come, then go in reverse order.

5/18-10

During exercise w/hand:

T: "Oh, which do you think is the papa? the biggest finger ... etc. why is this (thumb) the papa?"

Sabelle(?): "It's fattest"
etc.

T: "Isn't the papa the strongest? Isn't the papa stronger than the maman?"

Sandrine: "Mon papa est plus fort parce qu'il donne des bleus à maman."

((cue))
Sandrine
'bleus'

[I understood this only when T. repeated it to other t. at rec. i.e. Papa hits mama.]

(at end of day, T told Sandrine to hurry because her mama wd be waiting, + she shouldn't make her mo angry, or wto that effect.)

Morning activities w/ "les grands", cont.

5/18-11

5

- Read phrases aloud
when a problem arises -

"pren"	} ie, the kids have learned all the sounds.
"pré"	
"pro"...	
etc.	

- In the sentences,
Look for the /e/

Jamilla marks et, then petit

Isabelle marks gâteau
OK, a lower level, says T to others.

- The kids

Write - big felt on paper

"/e/ é of prépare" "er of dîner" etc.

Revising errors together.

(T. lets them make mistakes, then
calmly corrects them at end, once all've
had turn.)

AM Then, to grands: Take out your
"Cahiers de français" - exercice

5/18-12
2

Fill ins: eg 1) j'achète
une douzaine d'.....

(Gemma writes out radi (radio) for Marie-Rose)

Pre-crisis
at Rec

5/18-15
During Rec, I turned away from
teachers' circle eventually, to kids. I'd already
started habit of shaking hands w/ Martine's kids
that came up, + saying their names — so I'm not
as aloof as t. Some, esp. Christophe Br, cling a
bit much, i.e., hold onto my hand ^{too long}, not cling as
in babyishness.

at this rec I found myself w/ Sandrine + Isabelle oo.
We talked about this + that, about how many
layers of shirts they had on, etc. I asked what
a 'sous-pull' was called, explaining I wasn't a
French + didn't know ~~much~~ many Fr words.
Isabelle surprised me by picking up on this — the
first child to do so — saying, "and this is cheveux,"
+ "this is an oreille," etc., very playful.

Meanwhile, Sandrine remarked something
about my shoes — jolis? — + I pleased her by
noticing they were the same color as hers...
BUT —

Crisis
at Rec

5/18-16

When the bell rang to reenter,
both Sandrine + Isabelle^{oo} clung to me, my
hands. I guess right before they'd been saying,
"I'm your chéri". Sandrine, "I'm your amoureux".
(I said, "But I already have one, my husband,"
+ Sandrine said, "non, faire semblant.")

I said, "That's it, no more holding hands, time
to work," etc., but they were very clingy. I
stopped outside the downstairs door + said I
would follow. Isabelle finally went ahead, if
I remember, + a femme de service actually
threatened Sandrine + chased her part way up
the stairs.

Embarrassing for me. I feared I'd let
them be too intimate before the bell, + since
that's apparently not the way Fr teachers are...

5/18-19
9

Calcul

10:45 am

Christina makes a problems - Course -

write en ligne, en hauteur

$$4 + 2 + 3 =$$

(write on sheets of colored paper -
as many as want -

M-Rose + Olga write w/ big felt.

T: "Paper's cheap here. You use as much
as you want", she said earlier to the kids.

5/18-20

Benoît, in back, is laundering felt-tips - stopped¹⁰
11:05

later - a little scolding from T... eventually
voice raising.

"les grands" - work alone in cahiers
to problems "au brouillon" 1st

Jamila J. finishes, + boasts to Christian. Biblis.

Sandrine making noise, moving chair around.

In back, petits work w/ T + plastic food.

→ Genevieve tells me Sandrine is folle.
Earlier she said it in words. This time, with
a look at Sandrine, then me, + tapping side of head.

Lunch
~~petit~~

5/18-21
"

bleus

Isabella

I apologized much to T. She said, "It's this class. Any visitor disturbs them."

(In fact, she'd said to me at beginning of Rec that a visitor disturbs the class. Now I know why she was not thrilled when Martini^{1st} suggested to her that I visit.)

She took bus, but 1st picked up da @ Maternelle. I didn't realize this at time - I ended up w/a (partial) ride w/da Simone ... later she said she looked for me on bus ...

Lunch.

5/18-22

I came back at 1:00. W/ tape recorder in bad, + bad memories of AM Rec, I didn't want to hang about w/ kids in court... So when I saw bldg was locked, I went + sat on bench outside grounds + read X's letters. Laltitia followed me to gate. Bigger girl sat on bench w/ me, shared in conversation (as listeners) I had w/ Marie-Rose, who walked up.)

At 1:20, Mme T. back, + I could give her consent form. Then stood + listened to t. talk -

5/18-23

Lunch, cont.

Isabelle^{oo}

Isabelle^{oo} came + told us (T?) that she'd been made to run + was hot.

Later as t. talked about her case, I began to understand. + 'd told me Is. is anorexic (? = won't eat). a teacher (I don't know who) supervises lunch, + doesn't understand. Is. is forced to eat lunch, then vomits back on the plate ... and eats the vomit? or is made to?? Today, she was punished for this by being made to run...

'technocrat'?

When Roux heard this, she exclaimed, "J'en ai marre de cette race d'institute!" (Institute in general, or only one type?) "The best thing she should do is punish in a case like this. She'll only make the child hate eating all the more ...!"

5/18-24

When class went upstairs after lunch,

T. Colmas
class

Mme T. stopped them before entering classroom.

"Where is Isabelle?" "Isabelle est à la grillade" (?).

Isabelle

Both Isabelles were missing. I didn't understand where the one w/o glasses was, perhaps being punished in the room next door (for T marched Sandrine in there to see). The other, Mme Roux appeared with, saying she'd been running around, disturbing Mme de Simon's + other classes.

T. had already started a little talk: "So, we're going to have another fantastic afternoon!" Now, we have something pretty to make for mothers' day, a surprise. But first we're going to have to do some work...

She talked v. quietly, also when they began their lesson, + the kids were very calm. They entered the room almost gingerly. They did not start crying out again til later in the lesson, when excited about an answer or wanting a turn.

... written next day

Lecture - leure - "Je veux lire".

5/18 - 26

Michel, Isabelle^{oo}, Benoît, Sonia have ~~what~~ worksheets¹³
to do - pictures of apple, cookies, chair
- to circle one we don't eat.

Reading
Lesson 1 • Recall rdg from before.

2. Read aloud "Dame Tortue... (difficile)"

- scene.
- J-Noël repeats.
- Christin
- Janiella

↳ T pts out to me
that book is hard.
I agree - it's ~ as
hard as book^s Martine's
class is rdg.

later ^{during} trav. man. M-R, Sandra Olga.
will all read individually to T.

(Because no time now? or because they do better
on their own? Whatever, when I came back at
4:00 T was listening to Sandrine read, while
Isabelle^{oo} + a couple others were finishing work
they hadn't done, before doing tr. manuals.)

5-18-26

I went at Rec. w/Mme R
to Maternelle Tonnelée.

Met the directrice, who said right off,
"I need to talk to vous. We don't have
a chance to get together enough" etc.
to Roux.

Directress, Mme Roussel, a small, blondish ♀
in 40s (angry looking, I thought, but actually
very nice), introduced Roux to the 2
t. of grandes section as "directress
of the primary school, + above all, a
reeducatrice psychopedagogique."

I gather Roussel + Roux are of same mind
in teaching philosophy...

Tonnellie

5/18-28

explaining
the study -

I met Mme Liège + Mme (?) w/ black hair,
2 grandes sections t. During the extended Rec,
"when it's nice weather," the three of us sat +
talked, sitting on tables in a petit classroom. The
Directress offered to watch the kids so we could do this.

I explained my interests in kids behaviors/teachers'
knowledge... US/Fr comparison.

Mme X asked if I could share stuff US kinder. are doing
("well, a little...") I shd've said, no, but I can offer
you another pt of view... (no).

also - an Inspectress suggested following 2-3 kids from
mat. to primaire (no response on this one.)

Mme X asked - Is that all you want, one day?
Yes, now. Of course, next yr, depth study in CP's,
+ will be looking for Mat's for depth study...

Cont →

Ec. Mat. Tonnelée, cont

5/18-29

x Mme X: visit how ~~how~~ often?

x 2 times a week? I'm flexible...

x Oh, that's much too often. Kids are always énervés

* w/ a visitor (I'd said the same, referred to Perf. Class)...

x: Well, the idea of such frequent visits is to get the kids used to me...

* x: "We'd like to help you out, but ..." maybe once/mo...

More discussion, about how US is diff. more parents in class, etc. Not so in France. French are known to be "individualistic".

x → you'd do better to visit a maitresse d'application. They're set up to accept visitors; also they know the latest methods, + they're nec'ly more experienced... (I can take a hint). OK. I get info.

x: Because even once/mo seems too much to me...

Mme Rijs quiet, echoes occasionally. She's not as forceful a personality. I might've persuaded her alone, but...

I must not impose myself...

5/18-30

So, we ended when I said I'd
better return to M-B, for I thought
they were looking to escape.

exit
Maternelle

"Bien bavardé?" Mme Rousset greeted us.

Oui, I explained, w/all present... but ~~we~~ these
~~two~~ ladies had a good suggestion - to try visiting
a maîtresse d'application ... "

Directress a little surprised, maybe.

Sandrine's
sister

Mme Diez took me to find Cécile, Sandrine's
little sister. When brought, she looked at me
open mouthed (rather like Martine's Stéphanie),
coached by teacher to respond. Of course, she
may've had trouble w/ my French.

Mme Rousset unlocked the (broken) gate so I could leave.

ea Norm. Filles

Mlle Charpiot (maîtresses d'applications)

Touret's class

"Je Veux Lire" Classiques Hachette
2^o livre

on-mon-gou-geon

lots of text, a few pix

from today:

"les grenouilles de la mare,
assis sur le bord,
contemplant le soleil
de leurs yeux circlés d'or."

(Noted ~~while~~ on return to Touret's class at 4pm.
Most kids next door doing tr. manuals w/ big Perf.,
a few stuck w/work in T's class.)

5/18-31
15

Notes to prep for Tourtlet interview

Mme Tourtlet

6/28/78

6/28/78-1

- Chaque élève (comme m-él)
 - circonstances d'arrivée, quand, quel âge
 - Niveau en ce moment
 - \uparrow comme se manifeste...?
Quels sont Comptants d'intérêt péd.?

Résumer:

- Buts ... pour passer à classe ordinaire...

- Formation (normale) (1 yr stage - spécialisation)
Prof. 5 yrs

6/28/78 Notes to prep for Tourtet interview (not used)

6/28/78-2

petits/ grands = ?

- Marie-Rose - CE next year
- Sandrine - (< Martine's C.P.) Not motivated to read.
- Geneviève - (Stephanie's sister) CE next year
- petite Sonia - epilepsy
- Benoit - new, < 60 libre since beg. May
- petit Michel - 9 yrs old
- 'petites' Isabelle w/co - eating problem
- Isabelle
- Christian }
Jean-Noël }
- Olga - (Port.) wouldn't speak, ~2 yrs
- Jamilla - a reversal

Petits

Grands

Broaching the
subject

5/9-38

I believe I did not ask
Mme T. if I could interview her
(+ record interview), partly because
she seemed a bit shy when Martine told
her about the study a few days ago.

I figure I'll visit Thurs (maybe take off
w/ Mme Roux part of AM), then propose
to record interview Fri lunch or after
school, or Sat after school, after
more visiting. * Send her home Thurs.
w/ a blurb + written consent form.

Toutet?

2 Isabelles, Michel + Benoit at board

5/18 - B
7

(Sonia floats; Michel finished party)

10. 2 Isabelles Chase ea other

T: "after 1 hr, can't do anything -
rest of day"

J: banane? (Jamila asked me if she'd spelled correctly).

ie Once T. gets the grands working on the exercise, she calls the petits to stand w/ her at the board. She elicits sentences from them, too, + has them read aloud. Some trouble w/ f vs v, + she has several write big f's on board.

But - Michel's still in back; Sonia's wandering in + out of group, then the 2 Isabelle's take off for a min, at which point T's remarks to me ...

Recreation Mme Tourtet

5/18 - 14
7

Rec - problems of most kids.

- Olga - 3rd yr. started "rouge"
- Sonia < Mat. epileptic. ds behavior!
- Benoit - thrown out of lib, scale
- Sandrine, Isabelle (?) ... psych. treatment
- Michel - 9 yrs old, looks 7. ready for CP now - develops, but slowly.

T. started off spontaneously, explaining various kids to me. (I made these notes after we, in class.) It was after hearing this that I proposed an "interview" where we could go over ea kid... No time for def answer then. I promised her info sheet.

Sandrine + Isabelle oo enervés ↓

after AM Rec, Tourtet

5/18-17

Sandrine was a terror. T. said after a while, "I've never seen her this bad."

I'm not sure what she did — a lot of very loud calling out, throwing her body on the desk ...

and just laughing, or ignoring, when T tried to discipline.

She was pestering her neighbor, Genevieve, so, that I went to front of her desk, took her arms + turned her face front, at which pt T noticed + intervened ...

The rest of the AM, tho I sat quite near her, I avoided looking at her, since I figured her "cirque"; not called it, was to get my atten.

AM, after Rec Tourtet

5/8-18

Christian + g - Noël work together, a lot.
T, praised their work; "Vous se défendez bien."
Later, "nous, on se défendait, hein?" one said to
the other w/ pride.

"les petites" worked w/T, prepped worksheet -
paste labels under ~~each~~ pics

method sounds/gestes - "ai du
- lait chaud"
T mentioned briefly. "au d'auto"
I'd noticed she had
gestures for some letters.

~~center Christian~~

Tourtet

< 5/18 - 25

(public, in class)

The others have trouble w/ these basic ideas
of before + after.

Mme Touret ; Comment by Mme Roux

5/18-33

Sandrine

Mme Roux to me : ("you know, another school
wouldn't ^{put up w/} keep her. They'd send her to an
_{support} institution")

Tourtet
After lunch.

isabelle's a la giddade?

5/18 - 25

12

(Mo Day...)

The lesson was on right + left, front begin. + end. of lines of O's...

L/R

(g. reverses) Janila pointed to right side to show where to begin writing. Olga followed her (I think).

where line start?
She wrote a sentence on board.

Olga dormir x - Sandrine ✓

après, avant } "pour → la lecture," explained T to me.

"s'organiser dans l'espace = lexic"

(Sandrine = diff - not motivated to read, said T, in front of Sandrine, who giggled or laughed. The others have trouble with

his

these basic ideas of before + after. I keep repeating these lessons

Mme Tourtet (perfectionniste)

5/18. 34

Olga

dt brown hair, long; earrings...

Mme T. 1st explained she spoke Portuguese, + I wondered why she was in this class.

Then at Rec., T told me this was the 3rd yr she'd had Olga; for the 1st 2, Olga never spoke at all.

I mentioned to Mme de Simone + she said, "oh, that child that seemed to be artistic? They tried everything to get her to speak - startling her, etc."
→ was she speaking at home, in Portuguese, all this time?

5/18 - 32

Jemila (also written djamila)

Evidently Arab. My cues = slightly darker skin, earrings, long very wavy dark hair...
Mostly her name.

T. said nothing to me about her, but glanced at me when J. made apparent errors re: left + right.

J. tried to tattle a lot on other kids; helped Marie-Rose, + Olga w/ some answers... I had the impression she was a bossy, big sister type.

She misspelled sucre, suce, but when she showed me, + I said, "It's suc-re", she said, "Oh, there's an /R/" + perhaps fixed it.

I'm wondering why she's in this class...

See 5/18-14.

Benoît