Maryse Beche
Tourist's perf.

5/18/78

Fieldnotes from France.

1978-79

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Seating, students

blackboard
front of room

Tourlet loov 518-4

students

Sandra
Sonia

Jan
Director

Michel
Marie-Rose

CE 1974
I followed Me Tourtet into yard.
Friendly conversation, then: Ka: Interview?
yes, next Wed (last wk School), when calm.

Then see Martine. & Dejane Ann. Samedi à midi?
Umm, Pierre's working on their corridor, that's
been open to the air for a couple weeks. It's
rushed, because they're leaving for vacation
July 7 ((shri!)). K: Maybe Fri eve instead?

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

Tourtel's perf.

5/18 - 2

Hall
High, shower, glass windows

Class. Perf. (grand)

work table

duplication, etc.

T dict

A.V. room

N

"Front" of school

on the A' high cupboard near back row of seats were several large sheets of paper with sentences written, eg. "jamila quiere isabelle" with various letter combos in diff. colors. Written in many colors w/ felt tip pens.
Mrs. Tourêt's Class de perfectionnement
Maries Pestie
8h-30 - 11h30; 1h30-3h; 4h-4h30.

| 5/18 - 1 |

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, then gave my consent form. She OK'd it later—but we'll meet at her home, in a week or two.

On Madame Tourêt, see Footnote—Notes 5/9-32 and 33.

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

"de service"

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

Note written same day.
Blackboard

Classroom, cont.

The blackboard had a sliding panel; when Mme. announced a calculus exercise for the grades in the room, 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 cadres, i.e.,

During the lesson on left & right, Madame tacked sheets of paper onto the board. That's handy!
The Classroom
12 high, shutter style windows
AV room
T desk

Front of school, ie. over portico

5/18 - 2

N
Morning activities

1. talk - Sandrine told how her family was poisoned from eating frog fish. Kids report, e.g. “I heard for supper.”
2. table - “dilements, meals”
   - who didn’t eat breakfast (benedict)
   - family to be drawn at table:
     (T: papa works, not there, perhaps)
     “mon papa est malade”
   - médicaments - Renée took them this am
   - desserts & maturité

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

(Performers: Stephan & Marie Rose > Cemetery)
T's comments to me (from across the room) sometimes for students' benefit as well:

- girl w/trouble talking
  age: \_\_\_\_\_\_\_\_\_\_\_
  etc.
- "2 aggressive" (Benoît, Sonia)

- talk, participate

- "a girl who usually doesn't eat" [embossed]

  it's formidable that she reported eating
  a big dinner last night.
Explaining my presence to the kids about me:

"Do deme" is here to see how you work, so apply yourself.

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

Meanwhile, several kids asked at times about the note I was taking, so I explained that I was American, trying to learn about how things went in French school, I was writing things down to remind myself. Janine 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 problems in math, etc. (I think that was her perception.)
More morning activities

- Rubbit part clap/move
- Whole class, motor activities. (See 5/18, 5/19)
- "Les petits" (Benoit, Michele, Sonia - print food)
  - Two babies sometimes joined this group
  - "Les grand" (3-5 yr old)
  - Several offered - 3 written on board
  - "Maman preparar la cena."
  - Papa dejeune
  - Papà + Maman mangent du gâteau
  - et de la cuisne
  - Maman prend son petit dejane
  - Isabelle mange un "choco BN"
Motor exercises

1) I drew a line, \( L \rightarrow R \), saying it's a path along which a rabbit is hopping. She turns quickly + marks the line, \( -- \), + kids are to clap at same time.

Assume she infer from this about kids' coordination; her back in half turned @ moment of clapping.

("oh, Michel, ton lapsin marche fort, vraiment!")

2) "Assi fort" 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 (pinky) — come, then go in reverse order.
During exercise with hand:

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

Saidle: "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."

[1 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 will be waiting, & she shouldn't make her too angry, or to that effect.)
Morning activities / "les grands," cont. 5/8 - 11

- Read phrases aloud
  - When a problem occurs - "prem," "pré," "pro..."
  - i.e., the kids here learned all the sounds etc.

- In the sentences,
  Look for the /ɛ/:
  - "Jenelle marks " then petit
  - "Sadelle marks yet leans " ok, a lower level, says T to others.

- The kids:
  - Write - big felt on paper
    "/ɛ/" e of prepare " or of diner" etc.
  - Revising errors together.
  - (T. lets them make mistakes, then calmly corrects them at end, once all've read them.)
Am

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

Fill in: e.g. 1) j'achète une douzaine d’... 

(Jamilla write out radi (radio) for Marie-Rose)

5/18-12
During Rec, I turned away from teachers' circle eventually, to kids. I'd already started habit of shaking hands w/ Martine's kid that came up, + saying their names — so I wasn't as aloof as t. Some, esp. Christophe Br, cling a bit much, i.e., held onto my hand. Not cling as in babyishness.

At this Rec, I found myself w/ Sandrine & Isabelle. We talked about this & that, about how many layers of shirts they had on, etc. I asked what a 'Sons-pelle' was called, explaining I wasn't a French + didn't know much French. Isabelle surprised me by picking up on the — the just child to do so — saying, "and this is the one," + "this is an orille," etc., very playful.

Meanwhile Sandrine remarked something about my shoes — jokes? — + I pleased her by noticing they were the same color as hers...
When the bell rang to reopen,
both Sandrine & Isabellecling 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, "Mais, 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 Fren teach are...
Calcul
10:45 am

Christian makes a problem—Course—
write en ligne, en hauter
4 + 2 + 3 =

write on sheets of blotter paper—
so many as want—
Mr. Ross + Olga write w/ big feltos.

T: "Paper's cheap here. You use as much as you want," she said earlier to the kids.
Benoit, in back, is leaving the lumpy, stopped. 11:05 lats - a little scolding from T., eventually voice raising.

"Les grands" - work alone in elabes.

T. problems, "au bon ton 1st.

J. finishes, + beats to Christian bible.

Sandrine making noises, more chainsaw.

In back, petsy with M T + plastic food.

Grenviere tells me Sandrine is well.

Earlier she said it in words. This time, with a look at Sandrine, then me, + tapping side of head.
Lunch
5/18 - 21

blew

Isabelle

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 Martine suggested that I visit.)

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

5/18-22

I came back at 1:00. W/tape recorder in bed, & bad memory 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. Lottie followed me to gate. Bigger girl sat on bench w/me, shared in conversation (as listener) I had w/Marie Rose, who walked up.

At 1:20, came T. back, & I could give her consent form. Then stood & listened to t. talk —
Lunch, cont.

Isabelle’s mom came & told us (T?) that she’d been made to run & was late.

Later as we talked about her case, I began to understand. T told me S. is anorexic (I? won’t eat%). A teacher (I don’t know who) supervises lunch, & doesn’t understand. So is forced to eat lunch, then vomits back on the plate ... and eats the vomit? is made to? Today, she was punished for this by being made to run ...”

When I heard this, she exclaimed: “J’en ai marre de cette race d’insérites!” (Insults in general, every one type?) “The best thing she should do is punish in a case like this. She’ll only make the child hatred eating all the more ...!”
When class went upstairs after lunch,
Nina T. stopped them before entering classroom.
"Where is Isabelle?" "Isabelle est à la grille d'" (?).
Both Isabelle were missing. I didn't understand where the
one who glasses was, perhaps being punished in the room next
door (for T marched Sandrine in there to see). The other, Nina
Rouas appeared with, saying she'd been returning
around, disturbing Mrs. Demain's + other classes.

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

Something pretty to make for mothers' day, a surprise.

But first we're going to have to do some work...

But first we're going to have to do some work...

She talked very quietly, also when they began their
lessons. The kids were very calm. They entered
lessons, and the kids were very calm. They entered
lessons, and the kids were very calm. They entered
lessons, and the kids were very calm. They entered

... written next day
Lecture - here - "Je vous aime".

Michel, Isabelle, Benedict, Soren have what work to do - picture of apple, cookie, chair - to circle one we don't eat.

Reading lesson 1: RecallFd from before.

2: Read aloud "Don't Touch..." (Difficult)
- Franc.
- Not repeats.
- Christine
- Jemile.

During last lesson, Mr. R. Sandy also 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 + a couple others were finishing work, they hadn't done, before doing tr. manuals.)
I went at Rec. w/Mme R

to Maternelle Tonnelle.

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

Directrice, Mme Rouxet, a small, blondish &
in 40s (angry looking, I thought, but actually
very nice), introduced Roux to the 2
st. of grandes section as "directrice
of the primary school, & above all, a
headcatrice psychopedagogue."

I gather Rouxet + Roux are of same mind
in teaching philosophy...
I met Mme Liège + Mme (?) w/ black hair, 2 grandes sections b. During the extended rec, "when it's nice weather," the three of us sat + talked, sitting at table in a petit classroom. The Directrice offered to watch the kids so we could do this.

I explained my interests in kids, behavior, teachers' knowledge... US/FR comparison.

Mme x asked if I could share stuff US, kindergarten, (well, a little... "I should've said no, but I can offer you another pt of view... (no)).

Also, an Inspector suggested following 2-3 kids from mat. to primare (no response on this one.)

Mme x asked - do that all you want, one day? Yes, now. Of course, next yr, depth study in CP's, + will be looking for that's for depth study...
Ee. Rat. Touchée, cont

x: Mine x: visit how more often?
x: 2 times a week? I'm flexible.
x: Oh, that's much too often. Kids are always excess.
x: as a visitor (I'd said the same, referring to Prof. Clark).
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/see...
x: 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 maîtresse d'application.
   They're set up to accept visitors, also they know the latest methods, etc... they're seen by more experienced...
   (I can take a hint). OK. I get info.
x: Because even once/more seems too much to me...
   Mine like quiet, etc... occasionally. She's not as forceful a personality. I might've persuaded her alone, but...
   I must not impose myself...
So, we ended when I said I'd better return to M-B, for I thought they were looking to escape.

"Bien barré!" Mme Rausset greeted us.

Oui, I explained, I'll all present... but these ladies had a good suggestion — to try visiting a maîtresse d'apprenti..."

I think a little surprised, maybe.

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

Mme Rausset unlocked the (broken) gate so I could leave.
à Nom. Fille
Mlle Charpiot (maîtresse d'applications)
Tourtet's Class

"Je Veux Livre" Classiques Harberts.
2o Etrut
on mon gen gen
lot of text, a few pix

from today:

"les grenouilles de la mer,
assise sur le bord,
contemplant le soleil
de leurs yeux cerclés d'or."

(Note: added on return to Tourtet's Class at 4pm. Most kids next day doing tri, "mundo w/big perf., a few stuck w/work in T's class")
Notes to prep for Tourret interview
Mme Tourret

6/28/78

6/28/78-1

- Chaque élève (comme m. il)
  - circonstance d'arrivée, quand, quel âge
  - niveau en ce moment
  - t' comme se manifeste...
    - Quels sont les problèmes d'intérêt péd. ?

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

- Formation (normalement) (1er stage spécialiste)
  Prof. S. 1980
petite/grends

- Marie - Rose - CE next year
- Sandrine - (Martine's C.P.) - Not motivated to read.
- Geneviève - (Stephanie's sister) - CE next year

Petite
- Sonia - Epilepsy

Petit
- Benoît - new, < 6 months since beg. May

Petit²
- Michel - 9 years old
- Isabelle w/o - eating problem
- Isabelle

Christian?
- Jean-Noël

Olga - (Pt.) wouldn't speak, ~2 yrs
- Jamilla - a reversal
Petits

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

I figure I'll visit Thurs (maybe take off w/none 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 blank + written consent form.
Tourlet?

2 Isabelle, Michel & Benoit at board

(Sonia floats; Michel familiar part)

10. 2 Isabelle, cheese & bread

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

J: banana? (Jamaica asked me if she spelled correctly).

If once T. gets the grands working on the exercise,
she calls the petit to stand in & hot at the board.
She elicits sentences from them too, & has them
read aloud. Some trouble w/ & voic; she has
several write big F's on board.

But Michel's still in, & Sonia's wondering if
out of group, then the 2 Isabelle's take off for
a min., at which point T's remark to me...
Recreation  RHE Tourlet  5/18 - 14

- Rec problems of most kids
- age: 3 yrs. started "range"
- Social < Nat. epilepsy. absences
- Benefit - throwing bike, scale
- Sandrine, Isabelle(?) ... psych, treatment
- Nidal - age 6, dates 7, ready for new develop, behavior

T. started off spontaneously, explaining various kids to me. (I made these notes after rec, in class.) It was after hearing this that I prepared on "interview", where we could go over en kid... no time for my answers. I promised her info sheet.

Sandrine & Isabelle on enervc
Sundrene 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 I 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 point I noticed + intervened ...

The rest of the AM, the 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 Race: Tourret

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

"les petites" worked w/T, prepared workshop -
poste labile under peak pré.

T mentioned briefly: "au d'acto"
I'd noticed she had
gestures for some letters.
Tourtet

(public, in class)

The others have trouble with these basic ideas of before and after.
Mme Tourtel: Comment by Mme Roux

5/19-33

Sandra:

Mme Roux to me: ("You know, another school wouldn't keep her. They'd send her to an institution.")
Tourist

After lunch

visite les galeries?

5/8 - 25

12

(No Day...)
The lesson was on right + left, front begins, 'end' of line of C,'...

HR (G. adverbs) Gerda pointed to right side to show where to begin writing. Gerda followed her (I think).

where line start?

She wrote a sentence here.

capo dermik - Sandrine

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

"s'organiser dans l'espace = lire"

(Sandrine: slow - not motivated to read.

Said T, in front of Sandrine, who giggled or laughed. The others have trouble with

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

at brown hair, long; earrings...
Mme T. 1st explained she spoke Portuguese, & I wondered why she was in this class.
Then at Rec., I 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 autistic? They tried everything to get her to speak—testing her, etc."

Was she speaking at home, in Portuguese, all this time?
Jemila (also written: Jamila)

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

I said: nothing to me about her, but glanced at me when I made apparent errors re: left-right.

I tried to fiddle a bit on other kids; helped Marie-Rose, Olga w/ some answers... I had the impression she was a busy, big sister type.
She mispelled succes, suce, but when she showed me, & I said, "It's suce-ee," she said, "Oh, there's an R/" & perhaps fixed it.
Not wondering why she's in this class...
Benoît