

L'institutrice

Primary School Books were vehicles by which authors in nineteenth-century France hoped to shape the future. These authors, members of the middle class, believed in reason and progress and in their own ability to ascertain what was reasonable and to enforce progress. Not surprisingly, they did not always get the cooperation of the people whom they were trying to lead to a civilized life. Peasants, who made up the largest population of those needing progress, in the view of the middle class, did not accept new ideas unquestionably. They worked out their own compromises, evasions, and selections from the portrait of the good life presented to them in the village primary schools. The books of Zulma Carraud are particularly interesting because they were directed specifically to socializing rural children to modern gender roles. Annotated excerpts from her best-selling books, *La Petite Jeanne* ou *le devior* and *Maurice* ou *le travail*, highlight the growing difference between women's work, which is referred to as "duty" and is portrayed as an expansion of woman's nature, and men's work, which remains a duty to his family, country, and God, but more importantly, becomes a source of fulfillment, provides a sense of achievement and of self worth. In Carraud's books, men use their skills to tame nature, to create civilization, in an ever-expanding field of endeavors, while women's work remains confined to child nurture, house care, care of the sick and elderly. The process of inculcating new values is traced with the aid of school inspectors' reports, the letters and diaries of teachers, and a collection of notebooks kept by rural pupils. These documents provide a rare view of the dialectic nature of historical change.

Genres as Repositories of Cultural Memory

Socialization and Values in Canadian Society

Bulletin

Textbooks and the Socialization of Girls in Modern French Primary Schools

L'Institutrice À Berlin

"Women Teachers and Popular Education in Nineteenth-Century France is a study of the network of women's teacher training schools, known as the ecoles normales primaires, that were gradually created in France during the nineteenth century. Although this study focuses on the recruitment of teachers, their pedagogical and social instruction, and the teachers' professional formation as part of a corporate group, the book also ties these teacher-related issues to the universal development of public primary education in France. Based on numerous national and departmental archives, the study also explores the social values inherent to public education in modern France through the corporate model of the women's normal schools."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

L'Institutrice, Drame en Quatre Actes en Prose

L'institutrice et son élève

Journals

Mise À Jour en Juin 1964

This first book-length study of girls' primary education in France gives a concrete picture of how Frenchwomen were, and are, prepared for their roles in society. Until the 1960s, the primary school provided the only formal education for the majority of French children. Long recognized as a major inculcator of patriotic and moral values, the French primary school also played the vital role of preparing girls for their expected adult lives. Linda L. Clark describes in detail this socialization process. By analyzing a wide variety of documents from 1870 to the present--textbooks, curriculum materials, students' notebooks, examination questions, inspectors' reports, and teachers' memoirs--she has uncovered not only what was taught to girls, but the social and political assumptions that lay behind the primary school's messages about feminine personalities and activities. The book goes on to establish the relationship of feminine images to important aspects of French social, economic, and political life. A chapter on the preparation of girls for the world of work, for example, reveals the discrepancy between formal teaching about "femininity" and women's actual participation in society.

Rapport Du Surintendant de L' é ducation Pour Le Bas-Canada Pour L'ann é e 1856

Women Teachers and Popular Education in Nineteenth-century France

Sessional Papers

The Irish Ecclesiastical Record

Catalogue of Printed Books in the Library of the British Museum

During the eighteenth-century, at a time when secular and religious authors in France were questioning women's efforts to read, a new literary genre emerged: conduct books written specifically for girls and unmarried young women. In this carefully researched and thoughtfully argued book, Professor Nadine Béranguier shares an in-depth analysis of this development, relating the objectives and ideals of these books to the contemporaneous Enlightenment concerns about improving education in order to reform society. Works by Anne-Thérèse de Lambert, Madeleine de Puisieux, Jeanne Marie Leprince de Beaumont, Louise d'Epinay, Barthélémy Graillard de Graville, Chevalier de Cerfol, abbé Joseph Reyre, Pierre-Louis Roederer, and Marie-Antoinette Lenoir take up a wide variety of topics and vary dramatically in tone. But they all share similar objectives: acquainting their young female readers with the moral and social rules of the world and ensuring their success at the next stage of their lives. While the authors regarded their texts as furthering the common good, they were also aware that they were likely to be controversial among those responsible for girls' education. Béranguier's sensitive readings highlight these tensions, as she offers readers a rare view of how conduct books were conceived, consumed, re-edited, memorialized, and sometimes forgotten. In the broadest sense, her study contributes to our understanding of how print culture in eighteenth-century France gave shape to a specific social subset of new readers: modern girls.

ou dialogues à l'usage des jeunes demoiselles. Vol. II.

Conversations d'Ernestine, à l'usage des jeunes demoiselles ... Seconde édition

Host Bibliographic Record for Boundwith Item Barcode 30112051992938 and Others

L'Instuteur, l'Institutrice, l'Inspecteur, ou discours, lettres et essais d'un projet de loi sur l'instruction primaire, par J P[illet], Inspecteur de l'Instruction Primaire, Eure

Journals and Proceedings of the House of Assembly of the Province of Nova Scotia

Elephants Verts: Comment Les Fournisseurs de Services Internes Peuvent Livrer Une Valeur IncroyableLulu.com

Miss Mary. Ou L'Institutrice. Nouvelle Édition

Dictionnaire de la perception des contributions directes, et de la comptabilité des communes, ... et des associations syndicales

Governesses; or, Modern education

Annual Report

Nouvelles conversations Parisiennes, being specimens of Causeries des Salons, etc. Second edition

This volume deals with the inherent relation between literary genres and cultural memory. Indeed, generic repertoires may be regarded as bodies of shared knowledge (a sort of 'encyclopaedia' or 'museum' of stocked culture) and have played and still play an important role in absorbing and activating that memory. The contributors have focused on some specific memory-linked genres that prove especially relevant in remembering and transforming past experiences, i.e. the (post)modern historical novel and various forms of (post)modern autobiographical writing. They deal with such renowned authors as Carlos Fuentes, Vargas Llosa, Umberto Eco, Antonio Tabucchi, John Barth, Julian Barnes, Michel Butor, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Georges Perec and Marguerite Yourcenar. The volume, thus, constitutes an attractive and representative sample of (post)modern forms of rewriting and problematizing individual and collective pasts.

L'instituteur

Report

2nd Year's Course for Grammar Schools. Number 1

Conduct Books for Girls in Enlightenment France

Primary Education in Rural France, 1830-1880

Les rois du Siam donnaient des elephants blancs en cadeau a leurs invites indésirables. Les couts associes a l'entretien de ces betes entraînaient frequemment les recipiendaires dans la faillite. Votre organisation vous perçoit-elle comme un elephant blanc? Les fournisseurs de services internes (TI, RH, finance, logistique, etc.) se font demander de contribuer davantage. De devenir des Elephants Verts. Mais comment? Dans ce livre, Simon Chapeau explore ce qui differentie les fournisseurs de services internes qui reussissent, comment ils s'adaptent aux nouvelles attentes des affaires et comment ils se transforment en createur de valeur. Chapeau revele ce que le sexe, le divorce, ceux qui suivent une diete et les fournisseurs de services internes ont en commun, et comment leur profil de personnalite peut promouvoir l'alignement avec les affaires. Intrigue? Ouvrez le livre et decouvrez comment vous pouvez également devenir un Elephant Vert.

Statement of the Public Accounts of the Province of Quebec and Annual Report of the Auditor of the Province

Organisation de l'instruction et du travail

Manuel de l'instituteur et de l'institutrice pour la partie morale et religieuse de l'enseignement primaire

Nouvelles conversations parisiennes, being specimens of causeries des salons

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