

Journal D Une Institutrice En Montagne 1936 1945

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[The Counter-Revolution in Revolution](#) SUNY Press

The collapse of the imperial regime excited Russian intellectuals of all political persuasions. Although eager to draw comparisons between pre-revolutionary Russia and revolutionary France, the political elite saw the outcome in their own country as vastly different to the events which had occurred in France. Looking to the past they tried to predict the future - how their revolution would end. As the political situation became more unstable, there was increasing fear of dictatorship and bloodshed. The perception of Napoleon as a victorious general changed; he was seen instead as a powerful man who had brought stability to France. Thus came the search for a Russian Napoleon - first in the form of Alexander Kerensky, and later General Lavr Kornilov. Neither man was a successful candidate. Shlapentokh examines one of the most dramatic periods in European history. Drawing comparisons between revolutionary Russia and France he provides an insightful and original analysis of such subjects as counter-revolution, terror and dictatorship.

[Journal Des Instituteurs Et Des Institutrices](#) Manchester University Press

From the New York Times bestselling author of *The Romanov Sisters*, *Caught in the Revolution* is Helen Rappaport's masterful telling of the outbreak of the Russian Revolution through eye-witness accounts left by foreign nationals who saw the drama unfold. Between the first revolution in February 1917 and Lenin's Bolshevik coup in October, Petrograd (the former St Petersburg) was in turmoil - felt nowhere more keenly than on the fashionable Nevsky Prospekt. There, the foreign visitors who filled hotels, clubs, offices and embassies were acutely aware of the chaos breaking out on their doorsteps and beneath their windows. Among this disparate group were journalists, diplomats, businessmen, bankers, governesses, volunteer nurses and expatriate socialites. Many kept diaries and wrote letters home: from an English nurse who had already survived the sinking of the Titanic; to the black valet of the US Ambassador, far from his native Deep South; to suffragette leader Emmeline Pankhurst, who had come to Petrograd to inspect the indomitable Women's Death Battalion led by Maria Bochkareva. Helen Rappaport draws upon this rich trove of material, much of it previously unpublished, to carry us right up to the action - to see, feel and hear the Revolution as it happened to an assortment of individuals who suddenly felt themselves trapped in a "red madhouse."

[Missionaires Oblates](#) SUNY Press

In *Career Stories*, Juliette Rogers considers a body of largely unexamined novels from the Belle Époque that defy the usual categories allowed the female protagonist of the period. While most literary studies of the Belle Époque (1880 - 1914) focus on the conventional housewife or harlot distinction for female protagonists, the heroines investigated in *Career Stories* are professional lawyers, doctors, teachers, writers, archeologists, and scientists. In addition to the one well-known woman writer from the Belle Époque, Colette, this study will expand our knowledge of relatively unknown authors, including Gabrielle Reval, Marcelle Tinayre, and Colette Yver, who actively participated in contemporary debates on women's possible roles in the public domain and in professional careers during this period. *Career Stories* seeks to understand early twentieth century France by examining novels written about professional women, bourgeois and working-class heroines, and the particular dilemmas that they faced. This book contributes a new facet to literary histories of the Belle Époque: a subgenre of the bildungsroman that flourished briefly during the first decade of the twentieth century in France. Rogers terms this subgenre the female Berufsroman, or novel of women's professional development. *Career Stories* will change the way we think about the Belle Époque and the interwar period in French literary history, because these women writers and their novels changed the direction that fiction writing would take in post-World War I France.

[Journal de l'instruction publique](#) Odile Jacob

"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

[Journal de statistique suisse](#) Penn State Press

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.

[Journal de l'Association dentaire canadienne](#) Springer

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.

[European War Pamphlets](#) La Fontaine de Silo ë

This is the first comprehensive, multidisciplinary, and multilingual bibliography on "Women and Gender in East Central Europe and the Balkans (Vol. 1)" and "The Lands of the Former Soviet Union (Vol. 2)" over the past millennium. The coverage encompasses the relevant territories of the Russian, Hapsburg, and Ottoman empires, Germany and Greece, and the Jewish and Roma diasporas. Topics range from legal status and marital customs to economic participation and gender roles, plus unparalleled

documentation of women writers and artists, and autobiographical works of all kinds. The volumes include approximately 30,000 bibliographic entries on works published through the end of 2000, as well as web sites and unpublished dissertations. Many of the individual entries are annotated with brief descriptions of major works and the tables of contents for collections and anthologies. The entries are cross-referenced and each volume includes indexes.

[Journal d'une institutrice en montagne](#) A&C Black

" Je suis une jeune institutrice : ma troisième année d'enseignement vient de se boucler. Je sais, le terme de " clandestine " peut faire sourire. Pourtant, j'insiste. J'efface soigneusement le tableau quand je quitte ma classe pour qu'on ne voie pas trace de mon travail, je fais recouvrir de papier kraft les manuels de lecture de mes élèves, que j'ai achetés sur mes deniers. Je tais mes convictions et beaucoup de mes méthodes. Elles n'ont pas l'heur de plaire à certains de mes collègues et répugnent franchement aux membres de l'Inspection. En fait, dès mon entrée à l'Institut universitaire de formation des maîtres (IUFM), j'ai presque aussitôt compris que je n'avais rien à attendre. Nous avons passé en tout et pour tout six heures sur l'année à l'enseignement de la lecture et de l'écriture ! Le credo des formateurs se résumait à : " Le maître ne doit pas être un référent pour l'apprenant [l'enfant]. " J'ai donc résolu de me comporter en reporter clandestin. De septembre à janvier, j'ai tenu un journal tous les soirs, pour résumer mes journées et mes impressions. J'applique aujourd'hui des méthodes, qui sont précisément celles que l'IUFM voue aux géomnies, mais je vois mes élèves apprendre et en être fiers. " Un document authentique et passionnant : les réflexions stupéfaites, incisives et incroyablement lucides d'une jeune institutrice, pour la première fois confrontée à l'école, telle qu'elle est conçue aujourd'hui. On croit rêver parfois... Rachel Boutonnet, née en 1972, titulaire d'une maîtrise de philosophie, est maîtresse d'école depuis septembre 2000, en classe de CP et de CE1. Elle fait partie des associations Reconstruire l'école, Sauver les lettres.

[Journal d'une institutrice](#) Routledge

Five essays address such themes as the relationship between feminist history and women's history, the use of the concept of "experience", the development of the history of gender, demographic history and women's history and the importance of post-structuralism to women's history.

[Journals](#) Univ of California Press

The Russian Revolution and Civil War in the years 1917 to 1921 is one of the most widely studied periods in history. It is also somewhat inevitably one that has generated a huge flow of literature in the decades that have passed since the events themselves. However, until now, historians of the revolution have had no dedicated bibliography of the period and little claim to bibliographical control over the literature. The Russian Revolution and Civil War, 1917-1921 offers for the first time a comprehensive bibliographical guide to this crucial and fascinating period of history. The Bibliography focuses on the key years of 1917 to 1921, starting with the February Revolution of 1917 and concluding with the 10th Party Congress of March 1921, and covers all the key events of the intervening years. As such it identifies these crucial years as something more than simply the creation of a communist state.

[La Presse périodique dans les deux mondes. Essai historique et statistique sur les origines du Journal ... dans chaque état ... Extrait de la " Bibliographie historique et critique de la Presse périodique française."](#) St. Martin's Press

Dans cette importante analyse féministe, Rosa Bruno-Jofré présente un portrait sensible et nuancé de comment un groupe de femmes -- les Soeurs Missionnaires Oblates, une congrégation bilingue d'enseignantes au Manitoba -- composait avec les structures patriarcales et les opinions, traditions et attitudes divergentes des Soeurs qui provenaient de diverses communautés canadiennes-françaises du Manitoba, du Québec, du Saskatchewan, de l'Ontario et des États-Unis. Puisant en profondeur dans des archives privées et dans l'histoire orale, Bruno-Jofré illumine la vie intérieure de la congrégation et de son travail éducatif. Elle démontre que les Soeurs jouèrent un rôle important dans la construction d'une identité canadienne-française au Manitoba et au Québec. Elle offre une fenêtre sur les relations complexes entre les Soeurs et les Pères Oblates, incluant le rôle des Soeurs en tant qu'auxiliaires dans les pensionnats. En conclusion, le livre offre une analyse des efforts de la congrégation depuis 1973 à reformuler sa vision et sa mission dans le contexte de Vatican II, ce désir de vivre en

tant que communauté qui motivait les Soeurs à réexaminer leurs souvenirs et leurs interprétations du passé.

Bibliographie française: 1905-1909. 1911 University of Delaware Press
Le journal d'une institutrice isolée dans un petit village de montagne, dans les années 1930. 75 ans après, ce journal est publié et constitue un document sur l'enseignement dans les classes uniques de haute montagne avant la guerre.

Journal de l'instruction publique ... Nouvelles Editions Latines

Nouvelle Revue Française McGill-Queen's Press - MQUP

The Russian Revolution and Civil War 1917-1921

Schooling the Daughters of Marianne

What Were Little Girls and Boys Made Of?

Revue de Gascogne

Women and Gender in Central and Eastern Europe, Russia, and Eurasia

International Archives of Ethnography