

TEACHERS GUIDE FOR THE HOLOCAUST & WORLD WAR II July 2006

Supplement to the 2006 Catalog Second Edition

The following materials are in either French or English, or available in both languages:

Excerpted news releases to supplement catalog information;
Testimonials and reviews;
Discussion questions not included in the books;
Methods suggestions and teaching rationale.

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LA FRANCE DANS LA SECONDE GUERRE MONDIALE Gérard VIAL

Un compte-rendu de tous les événements principaux, ce livre est indispensable pour tous ceux qui étudient la Deuxième Guerre mondiale et l'Occupation allemande (1939–1945). L'ouvrage traite de très près la Résistance, la Collaboration, le gouvernement de Vichy et la déportation des Juifs de France ainsi que le sauvetage des enfants. **Broché, 4,5 x 19 cm, biographies, chronologie, bibliographie, données chiffrées et glossaire. Ellipses-Marketing, Paris. 96 pp. Catalogue p. 3.**



Recommandé par Barbara P. Barnett, auteur-réalisatrice, chef du département de langues modernes à l'École Agnes Irwin et Emily Wagner, coordinatrice de langues étrangères du collège et professeur au lycée à Germantown Academy.

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AU REVOIR, LES ENFANTS Louis Malle Présenté par L. Parodi et M. Vallacco.

Louis Malle évoque dans ce livre une expérience qui a profondément marqué son adolescence et toute sa vie. Pendant la Deuxième Guerre mondiale, la vie d'un groupe de garçons dans un collège religieux est brusquement bouleversée par l'irruption des nazis. **Broché, 12 x 18,4 cm. De nombreuses notes lexicales facilitent la lecture. Les activités aident les élèves à comprendre et à analyser le texte et leur proposent de nombreux sujets de discussion. 180 pp. Catalogue p. 4.**

FACES OF THE HOLOCAUST: MARCEL JABELOT. Barbara P. Barnett, foreword by Ruth Kapp Hartz. Softcover, 5.5 x 8.5", 94 pp. November 23, 2004. 18 Archival and personal photographs, annotations, references, index. Catalog p. 3

Despite the loss of his entire family, tuberculosis and the looting of all his possessions, this survivor of the Death March rebuilt his life after World War II, and spent the last fourteen years of his life telling his story to students in secondary schools in France and the United States. Marcel Jabelot was decorated Chevalier in the Legion of Honor. With his death in March 1999, he leaves us with not only the Memory of those who did not return but, above all, with a message of hope.

* Photo par Evvy Eisen



"We must not forget. [. . .] The great lesson of the Holocaust is that the moment that one no longer respects one's neighbor, no longer looks at him as a human being—a worthy, respectable person—that is the beginning of Nazism. [. . .] And if a politician begins to take power and to discriminate against individuals because one is black, the other is Jewish, the third is a Gypsy, the fourth is Asian—that's the beginning of a dictatorship. It's the beginning of fascism."

Marcel Jabelot

In 1995, Barbara P. Barnett, with Martha G. Lubell and Sharon Mullally, produced the **video *Faces of the Holocaust: Marcel Jabelot* (available in DVD and VHS from BLP)**. It received Honorable Mention at the Judah Magnus Annual Jewish Film Competition in Berkeley, California, and has been shown at many conferences in France and in the United States. The film includes interviews of Marcel Jabelot by Barnett, and is the heart of the book, which goes much further. Together, they provide an extraordinary tool for teachers of intermediate and advanced students—or an unforgettable reading for all interested persons.

The elements of the book are the following:

Foreword by Ruth Kapp Hartz (Hidden Child of the books *Your Name is Renée* and *Tu t'appelles Renée*);

Prologue and introduction by Barnett;

Testimonies of Marcel Jabelot gathered by Barnett in 1993 and 1994;

Speech by Charles Palant, French Holocaust survivor;

Speeches by Marcel Jabelot and his letters to students;

Brief chronology of World War II;

Chronology of the main events in the life of Jabelot;

Eighteen archival and personal photographs;

Reader's Guide with comprehension questions and discussion ideas;

Recommended bibliography divided into History, Memoirs and Literature;

Annotations and index.

ABOUT THE AUTHOR

Barbara P. Barnett, teacher of French and Head of the Department of Modern Languages at The Agnes Irwin School in Rosemont, Pennsylvania, has spent nearly a decade interviewing French Holocaust survivors, Hidden Children, Christians who helped Jews, historians and members of the Resistance. The recipient of several teaching grants for her work, Barnett has conducted research in France and in the United States.

TESTIMONIALS FOR FACES OF THE HOLOCAUST

The book is very well made and particularly useful in teaching—but more crucially, a vivid lesson on a page of history that must never be erased.

—Danièle Thomas Easton, former Honorary Consul of France

in Philadelphia & Wilmington and current Director of France - Philadelphie

Marcel Jabelot tells his story simply, gracefully, without flinching, and even has the courage to reflect upon its lessons and implications. Beautiful.

— Susan Zuccotti, *The Holocaust, the French and the Jews*

Jabelot's account, like the accounts of others like him, demands of us today that we attempt to present and explain it to the new generations.

—Jacques Adler, historian and professor, University of Melbourne
Face à la persécution, les organisations juives à Paris de 1940 à 1944

Fifty years after the event, [this] reveals the horrible presence of the Holocaust in the daily life of its victims. His final reflections are simple and profound.

—Patrick Henry, Cushing Eells Professor of Philosophy, Literature and Foreign Languages, Whitman College

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REVIEW OF FACES OF THE HOLOCAUST: MARCEL JABELOT

by **Kathryn Atwood** (www.historysingers.com)

“We pose the question: how could [the Holocaust] happen in Christian Europe, in the most civilized country, that of great philosophers, musicians and poets?” This quote from Auschwitz survivor Marcel Jabelot is the question he asked all his adult life, the question that prompted him to study history for the last fifteen years of that life in order to find an answer. Barbara Barnett’s book, *Faces of the Holocaust: Marcel Jabelot* seeks to keep asking the question.

Between 1993 and 1994, Barnett conducted videotaped interviews of Jabelot for her prize-winning video. Her book is a transcription of these interviews, plus three speeches given by Jabelot on occasions related to Holocaust history. Obviously geared towards the classroom, it also contains questions for review and discussion and includes letters written by Jabelot to students who had personally contacted him.

The book is quite short (96 pages total), so it doesn’t have the lengthy detail contained in a book like Primo Levi’s *Survival at Auschwitz*, but it does contain a very interesting slant not found in Levi’s book. The picture on the book’s cover shows a well-adjusted, healthy, middle-aged man who smiles contentedly at the camera. It’s not until you finish reading his testimony that you realize the scars he bears from his Holocaust experience are larger than the still visible number tattooed on his left arm. He married quite late in life, initially unwilling to burden a spouse with his painful past. He purposely never had children, unwilling to bring children into the world where something like the Holocaust was possible. And although he became a successful businessman, he never fulfilled his dream of studying medicine; he was so weakened by his time in Auschwitz that he felt he could never recover the mental strength to study something as strenuous as Medicine.

The testimony of his time in Auschwitz, though obviously not as lengthy as Levi’s, is nonetheless very detailed, horrifyingly so. He repeats his story with such amazement, that although he lived through the hell of Auschwitz and had years to ponder its significance, he is still unable to fathom how human beings were and can become capable of wreaking such cruelty on other human beings. He pulls the reader into his personal shock at how the guards deliberately stripped the humanity and individuality of the inmates as they stripped them of their clothes, shaved the hair off of their entire bodies, made them walk outside, naked and wet, into the Polish winter, woke them up at all hours of the night, then exchanged their names for a tattooed number, thus introducing them into a life of systematic torture.

Jabelot’s survival was a combination of youthful determination, luck, and simple human kindness. It is this basic kindness and respect that he believed were the keys to preventing another Holocaust: “the minute that one no longer respects one’s neighbor, one no longer looks at one’s neighbor as a human being, a worthy, respectable person, that is the beginning of Nazism.” Jabelot’s chief purpose, until he died in 1999, was to communicate this simple but profound message. His testimony contained in Barnett’s book is a powerful tool towards that end.

Version d’origine :

VISAGES DE LA SHOAH : MARCEL JABELOT par Barbara P. Barnett. **Broché, 14 x 21,6 cm, 96 pp. le 6 août 2004. 18 photographies des Archives et personnelles, annotations, références, index.** Catalogue p. 3.

En 1995, Barbara P. Barnett a réalisé, avec Martha G. Lubell et Sharon Mullally, **la vidéocassette *Visages de la Shoah : Marcel Jabelot* (disponible aussi à BLP)**. Elle a reçu une Mention Honorable au festival des films juifs qui se déroulait au Musée Judah Magnus à Berkeley (Californie), et elle a été projetée à de nombreux congrès en France et aux États-Unis.

Le film reprend l'essentiel du livre, mais le texte va bien plus loin, pour fournir un outil pédagogique dans les classes intermédiaires ou avancées, ou une lecture extraordinaire pour tous les francophones qui s'y intéressent.

Malgré la perte de toute sa famille, la tuberculose et le pillage de tous ses biens, ce survivant de la Marche de la Mort a refait sa vie après la Seconde Guerre mondiale. Marcel Jabelot a passé les derniers 14 ans de sa vie à témoigner dans les lycées en France et aux États-Unis, et il a été décoré Chevalier de la Légion d'Honneur. Décédé en mars 1999 à l'âge de 74 ans, il nous laisse non seulement la Mémoire de ceux qui ne sont pas revenus, mais surtout un message d'espoir.

« [...] À la minute où l'on [...] ne regarde pas son voisin comme un homme — comme une personne estimable, respectable — c'est le début du nazisme. Et si un dirigeant politique commence à prendre le pouvoir et à vouloir faire des discriminations entre des individus parce que l'un est noir, l'autre est juif, le troisième est tzigane, le quatrième est asiatique — c'est le début d'une dictature. C'est le début du fascisme. » — Marcel Jabelot

Les éléments du livre sont les suivants :

Avant-propos de Ruth Kapp Hartz (« enfant cachée » des livres *Your Name is Renée* and *Tu t'appelles Renée*) ;
Prologue et introduction de Barbara P. Barnett ;
Témoignages de M. Jabelot recueillis par Barbara Barnett en 1993 et 1994 ;
Allocution de Charles Palant, ancien déporté ;
Des discours de Marcel Jabelot, ses lettres à des élèves ;
Chronologie brève de la Seconde Guerre mondiale ;
Chronologie des événements principaux de la vie de M. Jabelot ;
Dix-huit photographies des Archives et personnelles ;
Guide du Lecteur avec questions de compréhension et des idées à discuter ;
Bibliographie recommandée (Histoire, Mémoires et Littérature) ;
Annotations et index.

L'AUTEUR

Barbara P. Barnett, professeur de français et chef du Département de Langues Modernes à l'École Agnès Irwin (à Rosemont, Pennsylvanie), recueille depuis de nombreuses années les témoignages des anciens déportés, des « enfants cachés », des « Justes » (Chrétiens qui ont aidé les Juifs), des historiens et des membres de la Résistance. Récipiendaire de plusieurs bourses pédagogiques pour son travail, Mme Barnett a fait des recherches en France et aux États-Unis.

CRITIQUES POUR VISAGES DE LA SHOAH : MARCEL JABELOT

Marcel Jabelot raconte son histoire avec grâce et simplicité, sans hésitation, tout en ayant le courage de réfléchir sur les leçons et les conséquences à en tirer. Magnifique !

— Susan Zuccotti, *The Holocaust, the French and the Jews*

Le témoignage de M. Jabelot, comme ceux d'autres anciens déportés, est un récit qu'il nous faut présenter et expliquer à la nouvelle génération.

— Jacques Adler, historien et professeur, University of Melbourne
Face à la persécution, les organisations juives à Paris de 1940 à 1944

Cinquante ans après l'événement, [ce témoignage] révèle la présence horrible de la Shoah dans la vie quotidienne de ses victimes. Ses réflexions finales sont simples et profondes.

— Patrick Henry, professeur Cushing Eells de philosophie, de littérature et de langues étrangères
Whitman College (Walla Walla, WA)

*Il faut veiller à ce que l'école perpétue le souvenir, à ce que jamais il ne s'efface ; merci à Marcel Jabelot et à **Barbara Barnett** d'avoir choisi la pédagogie et la réflexion pour transmettre la mémoire et entretenir la vigilance!*

— Danièle Thomas Easton, Consul honoraire de France à Philadelphie et Wilmington

TEACHING THE HOLOCAUST with
***Faces of the Holocaust: Marcel Jabelot* or**
***Visages de la Shoah : Marcel Jabelot* by Barbara P. Barnett**

With the text *Faces of the Holocaust: Marcel Jabelot* or its original French version, and the accompanying film (available in DVD or VHS), students encounter the moving, first-person testimony of a French Holocaust survivor who spent eighteen months in Auschwitz-Birkenau and courageously created a life for himself after the War. His spoken French is beautiful and easily understood by intermediate and/or advanced students. With the English subtitles, students who do not study French can easily understand the film. The reader is encouraged to think about moral and philosophical questions, the struggle between “good” and “evil,” and how to prevent future genocides.

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**How I teach with *Faces of the Holocaust : Marcel Jabelot* (VHS or DVD and book) by
the author and executive producer, Barbara P. Barnett.**

1. Establish the historical context.

In the “**Reader’s Guide**” section of the book, begin with the chronology. Go over the important dates and events before and during the German Occupation in France. If time permits, show the students *The Last Métro (Le Dernier Métro)*, a film by François Truffaut that clearly portrays collaboration and Resistance in Vichy France and serves as an excellent introduction to the period.

2. Give students a glimpse of Marcel Jabelot.

Show a short clip of the beginning of the DVD, so that they can visualize the man. Go over “Key Events in the Life of Marcel Jabelot” in the “**Reader’s Guide**” of the book. Explain the two-part structure of the testimony. The first interview, about Marcel Jabelot’s family—life before the war and at Auschwitz-Birkenau—was conducted in a Paris apartment. The second interview, about life after 1945 and how he courageously rebuilt his own life, was conducted a year later in the Luxemburg Gardens in Paris. (See photo on front cover of book.)

3. Have students read the testimony and answer study questions.

Depending upon the level of the students and their reading comprehension, they can comfortably read eight to ten pages a night. In class, it is important to go over the content of the reading as well as the specialized vocabulary. The comprehension questions at the end of the book provide an excellent resource for discussion. In class, discuss with the students the many photographs in the book and their significance.

4. Show the sixty-minute video/DVD.

There are two ways to organize the showing of the film:

- a) Have the students first complete the reading of Jabelot’s testimony and then watch the DVD/video.
- b) Let students view the part of the testimony they read the night before; I have found the latter to be more effective. By watching the film in shorter segments, students become more engaged, get to know Marcel Jabelot better and become eager to read the next assignment. Teachers may show the DVD with or without English subtitles.

5. Assessment.

The following forms of assessment work effectively with students:

- a) Written - Ask students specific questions about Jabelot's life before, during or after the War, emphasizing the historical context of his experiences.
- b) Oral interview - Meet individually with students and give them the opportunity to discuss with you one or more of the following topics: Marcel Jabelot's family, life in the Drancy internment camp, Auschwitz-Birkenau, the Death March, the heroic Polish woman that saved his life, his return to France, his subsequent marriage, business endeavors, studies at the Sorbonne, views about man and life, advice to young people and desire to "bear witness."

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**The following comments and methods are enthusiastically shared by
GARY MENCIN, TEACHER OF FRENCH
WESTTOWN FRIENDS SCHOOL, WESTTOWN, PENNSYLVANIA**

"*Visages de la Shoah* was again a great success in my French 4 class this year!! The new edition of the text, with the new DVD format, were great improvements. Especially helpful in the new edition were the supplemental introductory text portions—'Avant-propos,' 'Prologue' and 'Introduction'—as well as the concluding 'Discours et Lettres,' the 'Chronologies,' 'Questions à discuter' and 'Idées à Discuter.' The numerous pictures in the book were also very helpful in concentrating the students' attention on the text both before and after the video. [. . .]

The teaching process that I used was the following:

(1) First, I had my students read the introductory texts, followed by the chronologies. I used these texts to familiarize them with the 'big picture' into which Jabelot's testimonies fit. All of this, of course, in French. [Of course, could be done in English.]

(2) Then, each day, I would have individual students take turns reading the testimonies aloud. I would correct their pronunciation and explain any more challenging vocabulary or references. Their homework was to study the questions on each section and to prepare the answers for them. The next day, I would begin class by showing the DVD of the parts that the students had read on the previous day, and then I would ask them the questions on each part. Then again I would have them go on and read the next sections. I followed this pattern until the end of the testimonies and then had them prepare answers to the 'Idées à discuter.' Then I had students read excerpts from Jabelot's 'discours.' The final test was answering in writing 15 of my own questions based on all of this material, as well as translating into English selected vocabulary from the texts."

Additional Suggestions for creating a unit on France and the Holocaust from author and filmmaker Barbara P. Barnett

1. Use the Reference section of *Faces of the Holocaust: Marcel Jabelot* (or the French version) for additional documentaries and/or full-length feature films dealing with the period.
2. Present the various responses to the German Occupation: Resistance, collaboration, Christian rescue (both Catholic and Protestant), indifference.
3. Combine, whenever possible, film and literature.

4. Form student groups to discuss the illustrations in the book *Faces of the Holocaust: Marcel Jabelot* (or the French version).
5. Visit the US Holocaust Memorial Museum or your local Holocaust Resource Center, asking students to focus on the French experience.
6. Present songs of the 1940's: (Selections from the second and third are heard in the DVD and VHS formats of *Faces of the Holocaust: Marcel Jabelot*.)
"Maréchal, nous voilà," "Le Chant des Partisans," "Le Chant des Marais."
7. Research French war memorials that honor members of the Resistance and commemorate victims.
8. Use authentic documents and speeches: anti-Jewish laws, apologies by the French government and the Catholic Church.
9. Encourage students to respond creatively with poetry, drawings, collages and/or journal writing.
10. Follow current events that deal with the topic, such as the commemoration in Poland of the Sixtieth Anniversary of the liberation of Auschwitz.

April 6, 2005

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YOUR NAME IS RENÉE: Ruth Kapp Hartz's Story as a Hidden Child in Nazi-Occupied France. By Stacy Cretzmeyer, foreword by Beate Klarsfeld. Softcover, 5.5 x 8.5", 215 pp. Oxford University Press 2002, distributed by BLP. 15 illustrations, 2 appendices, annotations. Catalog p. 4.



From the tender age of four, Ruth tells her story, in the voice of a Jewish child forced to adopt the name Renée—a story bearing witness to the terrifying events taking place under the Nazi Occupation of France. With danger becoming more immediate, Ruth's father flees to the countryside, under cover as a farmhand. Renée is separated from her mother and sent to the convent of Sorèze. She is forbidden to speak of her parents, and receives only a small sack of her favorite candies as proof that her mother is alive.

This poignant story shows the courage of the people of the village and of the Mother Superior, who risk their lives to protect Ruth/Renée and her family.

This book, published by Oxford University Press, is useful not only in teaching the Holocaust, but also affords an unforgettable experience for the general reader.

ABOUT THE AUTHOR

Stacy Cretzmeyer is a writer, teacher and counselor. She holds a Master of Arts degree from the Hollins Creative Writing Program and a doctorate in educational psychology from the University of South Carolina. Cretzmeyer has received several awards for her writing, including the Academy of American Poets' Prize and the Hollins Fiction Prize. She is a counselor in private practice and lives in Pawley's Island, South Carolina, where she is at work on a novel.

Your Name is Renée is a unique collaboration between Cretzmeyer and her former French teacher, Ruth Kapp Hartz.

TESTIMONIALS FOR YOUR NAME IS RENÉE

A wrenching yet uplifting book.

—Dallas Morning News

An exceptionally fine work.

—Nora Levin, Director, Oral Holocaust Archive, Gratz College, Philadelphia

A compelling story, recommended for all collections.

—*Library Journal*

The Ruth Hartz story should be appreciated by all Americans who cherish human freedom and individual dignity.

—Daniel Patrick Moynihan, former U.S. Senator, New York

TEACHING RATIONALE FOR YOUR NAME IS RENÉE

by Marjorie Callahan Beck, M.S.Ed.

English Teacher, Middle School Dean

Moorestown Friends School, Moorestown, New Jersey

Ms. Beck first presented this rationale in 2005, at a pre-conference workshop entitled *Every Life Evocative: Holocaust Studies and the Development of Empathy in Adolescents*, at the 19th Annual E.L.M.L.E. (European League for Middle Level Education Conference) in Warsaw, Poland.

HOW DO YOUNGSTERS LEARN TO MAKE ETHICAL DECISIONS?

Rationale for using *Your Name is Renée* by Stacy Cretzmeyer in the Middle Level Classroom

It is not enough to teach the history of the Holocaust to our young people. We must use our knowledge of the event to raise up a generation who would be willing to become rescuers.

The development of intellect and the accumulation of knowledge do not guarantee moral development or the ability to make ethical decisions. The lessons needed for this to occur must address key areas of moral development in our adolescents within the context of the history of the era. While intellectual development can be effected through any number of learning styles, *moral development is largely dependent on life experience*. This presents an enormous obstacle when teaching the Holocaust, as there can never be a full understanding of the period by those who did not experience it.

For most of us, the breadth of the number “one million” is beyond comprehension. When approaching a topic as critical as the Holocaust, when *six* million Jews and millions of other individuals were killed, it is of singular importance that our students begin to grasp an understanding of the individual lives involved. Studies indicate that American youth are becoming increasingly desensitized to violence, making this goal more and more challenging. Therefore, it is crucial for young people to see every “statistic” of the Holocaust as a real person: a devoted parent, a beloved uncle, an idealistic teenager, or a playful child.

The book *Your Name is Renée* by Stacy Cretzmeyer facilitates the type of learning that can lead to this more in-depth understanding of the Holocaust, and to individual moral development. First, the book provides a basic and well-balanced look at the history of Nazi-occupied France. More importantly, through the use of the first-person voice of a young child and detailed descriptions, adolescents of both genders can relate to the life of young Ruth Kapp. Teenagers are still able to remember being very young themselves, and can easily understand young children of either gender. Thus, they can relate to Ruth’s confusion and heartache when her name was changed and she was forced into hiding. This is the type of intimate literary transaction necessary for the history or academic knowledge of the period to become emotional knowledge, leading to individual advances in moral development. This book presents the choices and motivations of real individuals, and the consequences of their decisions. *Your Name is Renée* can be used to encourage moral development in adolescents when teaching the Holocaust, helping young people learn to make right and just decisions as they grow.

OVERVIEW AND QUESTIONS FOR YOUR NAME IS RENÉE

The book is based on the actual experiences of Ruth Kapp Hartz and her parents in Vichy France during the German Occupation and just after the Liberation of France. It begins in Toulouse in the spring of 1942 and ends in Paris in June 1946.

This is the first person account of a young Jewish child who witnesses the chilling events in France during the Nazi Occupation, and the courage of the villagers and the Mother Superior who risk their lives to protect her. The story is narrated by Ruth between the ages of four and seven.

After reading the book, students can be challenged to apply critical thinking, and to consider the morality and resilience of the characters in the story. Students can be asked to consider the impact the decisions have on the lives of the main characters and those around them. Students can then consider the implications of their discoveries based on the questions below and be asked to generate *larger issues* . (e.g., How do individuals learn to take risks for others? What causes some people to avoid involvement? How can a person learn to balance self versus others?)

Questions to Consider

- 1) How does Maman reconcile her belief structure and personal action?
- 2) What is one example of an individual who struggles with an ethical dilemma, and how is it resolved?
- 3) How do members of the Fédou family manage to balance personal needs and the “common good”?
- 4) Explain how the actions of the town crier affect the decisions others must make?
- 5) How do you believe Papa and Maman maintained their hope for a better future?
- 6) Give some examples of lying in the story. Who lies and why? How can lying be justified?
- 7) How does Ruth learn to manage her impulsivity?
- 8) What are some of the most challenging *practical* problems encountered by those in the Resistance?
- 9) How were they overcome?
- 10) How do Ruth’s parents deal with the difficult decision to send their daughter to the convent?
- 11) How does Ruth deal with loss and grief?
- 12) Describe the adjustments that had to be made to live in “freedom.”

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Version française publiée le 2 juillet 2005.

TU T’APPELLES RENÉE : Paroles d’une Enfant cachée dans la France de Vichy (1940–1944). Par Stacy Cretzmeyer, traduit de l’anglais par Ruth Kapp Hartz dont c’est l’histoire. Avant-propos de Beate Klarsfeld. Broché, 14 x 21,6 cm, le 2 juillet 2005. 18 photos, annotations, références, index. Catalogue p. 4.

Au même titre que la version anglaise, *Your Name is Renée*, ce livre promet d’être important dans la littérature de la Shoah et inoubliable pour le lecteur. Dès l’âge de quatre ans, Ruth parle avec la voix de l’enfant juive forcée à prendre le nom de Renée, en témoignant des événements effroyables sous l’Occupation en France par les Nazis. Les dangers se multipliant, le père de Renée fuit à la campagne ; Renée est séparée de sa mère et envoyée au couvent de Sorèze. Cette histoire poignante montre le courage des gens du village et de la Mère supérieure, qui risquèrent leurs vies pour protéger Ruth/Renée et sa famille.



L'AUTEUR

Stacy Cretzmeyer est écrivain, professeur et psychologue. Elle est récipiendaire de plusieurs prix littéraires, notamment le prix de l'Académie des poètes américains et le prix Hollins Fiction. Elle travaille actuellement sur un nouveau roman.

LA TRADUCTRICE dont c'est l'histoire

Ruth Hartz se dévoue aujourd'hui à un travail de Mémoire sur la Shoah, la tolérance, le préjudice et la discrimination qu'elle présente dans les établissements scolaires, lycées, universités et autres institutions intéressées.

CRITIQUES POUR TU T'APPELLES RENÉE

Ruth s'est conduite pendant ces quatre ans comme une adulte ; quelle belle victoire remportée sur les forces du mal !

—André Maman
Professeur émérite à l'Université de Princeton,
Ancien sénateur de France aux États-Unis

[. . .] un style cinématique si réaliste et — on ose à peine l'écrire tant le sujet est tragique — si captivant ! Il faut remercier Ruth Hartz de ce dur travail de mémoire ; on n'en fera jamais assez pour rappeler et faire comprendre ce qui, soixante ans après, reste incompréhensible et le restera sans doute à jamais.

—Danièle Thomas Easton, Consul honoraire de France à Philadelphie et Wilmington

Grâce à ce témoignage émouvant, une jeune fille a trouvé son enfance perdue. C'est une histoire personnelle et touchante qu'il ne faut jamais oublier !

— Barbara P. Barnett, *Visages de la Shoah : Marcel Jabelot*
Chef du Département de Langues Étrangères, The Agnes Irwin School, Rosemont (Pennsylvania)

Ruth, cachée sous le nom de Renée, traverse les mois les plus durs de la persécution nazie contre les Juifs en France. C'est un témoignage vivement construit et rédigé, un document sur la guerre filtré par le regard et la sensibilité d'une fillette toute jeune. Le lecteur est tenu en haleine par les scènes angoissantes, les évocations de longues attentes, la transcription d'un désarroi que suscitent les deux noms, les deux religions... Restent à la fin les images de la vie reconstruite, et du courage des Justes.

— Francine Dugast-Portes
Professeur émérite de littérature du XXe siècle
à l'université Rennes II-Haute-Bretagne

En fin du compte, c'est la banalité du bien qui triomphe ici. Il a fallu tout un village pour sauver Ruth et sa famille et ce village était peuplé de catholiques, protestants et Juifs qui travaillaient ensemble pour accomplir ce demi-miracle.

— Patrick Henry, professeur Cushing Eells de philosophie, de littérature
et de langues étrangères, Whitman College

COMPTE RENDU ET QUESTIONS POUR TU T'APPELLES RENÉE

Le livre est basé sur les expériences de Ruth Kapp Hartz et ses parents dans la France de Vichy pendant l'Occupation et après la Libération. L'histoire commence à Toulouse au printemps 1942 et se termine à Paris en juin 1946.

Tu t'appelles Renée est raconté dans la voix d'une jeune enfant juive entre l'âge de quatre et sept ans qui subit les événements effroyables de l'Occupation nazie et de la Collaboration. Le livre montre le courage des villageois et de la Mère supérieure qui risquent leur vie pour la protéger. Après la lecture, les étudiants peuvent considérer d'une manière critique la moralité et la force de caractère des personnages. D'après les réponses aux questions suivantes, les étudiants peuvent susciter des questions plus générales et thématiques.

Exemples :

Comment apprend-on à prendre des risques pour autrui ? Pourquoi certaines personnes évitent-elles toute participation ? Comment un individu peut-il apprendre à équilibrer le soi avec l'autrui ?

Questions proposées (*Tu t'appelles Renée*):

- 1) Comment Maman réconcilie-t-elle ses croyances profondes avec ses actions ?
- 2) Comment les membres de la famille Fédou équilibrent-ils leurs besoins personnels avec le bien commun ?
- 3) Expliquez comment les actions du garde champêtre influencent les décisions que les autres doivent prendre.
- 4) Comment pensez-vous que Papa et Maman ont développé et maintenu leur motivation vis-à-vis de l'avenir ?
- 5) Donnez des exemples de mensonge dans l'histoire. Qui ment et pourquoi ? Quand le mensonge est-il justifié ?
- 6) Comment Ruth apprend-elle à contrôler son caractère impulsif ?
- 7) Quels sont les problèmes les plus éprouvants pour la Résistance ? Comment ont-ils été surmontés ?
- 8) Comment résoudre le conflit intérieur des parents de Ruth lorsqu'ils décident d'envoyer Ruth dans un couvent ?
- 9) Comment est-ce que Ruth traite le chagrin et la douleur de perdre ses amis ?
- 10) Décrivez comment les personnages s'adaptent à revivre dans une « liberté » retrouvée.

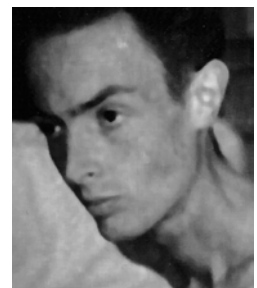
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UN COSTUME RAYÉ D'ENFER. Jean-Pierre Renouard, lettre-préface de Maurice Duron de l'Académie française. **Lauréat du Prix d'Académie 1993 de l'Académie française et du Prix Jean Prévoost 2001.**

Broché, 49 x 75 cm, 144 pp. 2001. Catalogue p. 4. Publié par Éditions du Félin (Paris) et distribué aux États-Unis par Beach Lloyd Publishers. Collection Résistance, ouvrage choisi par le Conseil de l'Association Liberté-Mémoire dont Lucie Aubrac, Raymond Aubrac, Stéphane Hessel, ambassadeur de France, et al sont administrateurs.

Dans la préface de cet ouvrage, **Maurice Druon de l'Académie française** écrit : « Je n'ai rien lu, aucune étude, aucun témoignage, qui m'ait procuré un tel sentiment de la réalité concentrationnaire [. . .], ces images, ces instants, ces fragments gravés dans la mémoire la plus profonde, et resurgis quand le temps permet d'en supporter l'aveu, et de surmonter la double pudeur de l'horreur et de la grandeur. »

Jean-Pierre Renouard, de retour de Bergen-Belsen, Paris 1945



L'auteur, qui, avec son frère, a passé deux ans à fournir des armes dans le réseau de Résistance « Sosies », constate : « Je n'ai jamais compris pourquoi il m'a été donné de sortir vivant [. . .], de me rétablir tant bien que mal, de me marier, d'avoir des enfants, de faire une carrière [. . .] Au soir de ma vie je me refuse à croire que tout est absurde, que rien n'a de sens et que c'est le hasard qui guide les destinées humaines.

Je ne me suis décidé tardivement à écrire ce livre qu'à la demande instante de mes enfants, pour leurs enfants, afin que ces derniers aient le témoignage écrit de leur grand-père quand on leur enseignera à l'école, si on le fait encore, certains aspects de la Seconde Guerre mondiale. Surtout si c'est la dernière que se seront livrée les nations dites civilisées.

Je ne l'ai pas écrit pour perpétuer la haine. »

L'AUTEUR

Jean-Pierre Renouard est né le 9 juillet 1922 à Paris, où il a passé sa jeunesse. Au début de 1942, il s'est enfui dans le Midi, pour s'éloigner des troupes allemandes qui se portaient en avant. Il y a assisté à l'école, dans la ville d'Albi. Avec son frère, il a participé dans la Résistance, en fournissant des armes et des renseignements sur les incidents militaires. Lui et son frère furent arrêtés en mai 1944. Jean-Pierre fut déporté de Compiègne à Neuengamme, près de Hamburg, puis de Neuengamme à Misburg en juillet 1944, enfin de Misburg à Bergen-Belsen en avril 1945.

TESTIMONIALS FOR *UN COSTUME RAYÉ D'ENFER*

Translated from the German news article by John J. Siedlecki, 13.5.05

Edited by Joanne S. Silver, 17.5.05

Conversation with former inmate of Misburg concentration camp Jean-Pierre Renouard and the performance course French 13, October 13, 1998

(M. Renouard has been to Germany five or six times to repeat this interactive presentation with high school students; the latest program took place in April 2005.)

After World War II, Mr. Renouard went to the United States for an extended period of time, where he studied business administration at Cornell University and was active in business operations.

In his book *Un costume rayé d'enfer* (1993), published in German as *Die Hölle Gestreift* (1999), he has developed his life story in a very personal way. After 45 years, he describes his experiences as a concentration camp inmate.

Jean-Pierre Renouard visited a preliminary showing of the German Army Exhibit, viewed in Hannover City Hall from the beginning of November through December. He is very interested in engaging young people in conversation. During his stay in Hannover, he was with us in the IGS-Linden.

Our preparation for the conversation:

In the project week, we, the students of the performance course, Liane F. and Heike S., sat down with his book. We developed crucial points, wrote down what impressed us the most, what we always wanted to ask...of course in French, since everything was supposed to proceed in French, after all.

Since [...] we had already dealt with the theme of World War II, especially "German France," the time of German occupation of France where also personal fates were a focal point of instruction, we were well prepared.

And then everything went very quickly. On very short notice we received the news that Monsieur Renouard was in the city, so that within a day we had to organize our framework: arrangements with the course level administration, preparations for the conversation, a reception, coffee, cake...

About the conversation:

After 10 seconds it was already clear: he came, he saw, he laid it all out for us. For a full 45 minutes he went through the entire world history and politics since the 19th century (in the French language, of course!).

Although his presentations were rather formal both in content and in speech, we all listened as if spellbound. What made a big impression was how he avoided making judgments within his own story, and also criticized the conduct of his own countrymen. For example, he set forth the following theses:

10% of the French population were in the Resistance and on the side of De Gaulle;
10% supported the Vichy government;
but 80% of the population did not show an honorable attitude—
they stayed “in their slippers.”

Astoundingly, he showed no hateful feelings toward the Germans and made a point that it was also a difficult time for the Germans: Hitler trained the German people into a foolish adventure.

In the conversation we wanted to learn something about his Resistance activities, which finally led to his arrest and deportation. To these points he attributed no small importance, but drew further comparisons with the “effective” actions of the domestic Resistance (for example, acts of sabotage, weapons trade, etc.).

Mr. Renouard: “One must draw something good out of everything;
War serves to bring people together.”

For all of us [students in Germany] it was a very interesting and important morning!

[After having read the unpublished English translation]. Finally, I have read an account of the Holocaust and camps from a different perspective, that of a French Resistance Fighter in the last year of the war. We must not forget those days when life was worth so much, yet worth absolutely nothing. A story worth reading. —George S. Morrow, Jr.

Questions à discuter (*Un costume rayé d'enfer*):

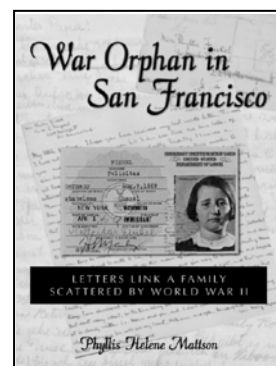
- 1) Pourquoi est-ce que Renouard n'a pas écrit son histoire avant 2001 ?
- 2) Trouvez-vous que Renouard regrette d'avoir joué son rôle dans la Résistance ?
- 3) En quoi cet ouvrage est-il unique parmi les autres histoires de déportés ?
- 4) Malgré tout, l'humour dirige le déroulement de plusieurs des chapitres.
Citez des exemples et discutez l'importance de l'humour dans le contexte des exemples et en général.
- 5) Discutez et commentez : Pourquoi Renouard n'est pas mort pendant ses épreuves concentrationnaires ?

* * * * *

WAR ORPHAN IN SAN FRANCISCO. Phyllis Helene Mattson. **Softcover, 2nd ed., 7 x 9", 354 pp. Published by Stevens Creek Press, 2006 and distributed by Beach Lloyd Publishers, LLC. Illustrations, references and Time Line. Catalog p. 4.**

In March of 1940, as a result of Hitler's plans to eradicate Jews, ten-year-old Lizzi left Vienna and joined a small transport of children seeking refuge in America. Two weeks later, she began her new way of life in San Francisco, with a new name—Phyllis, and a new language. Her family was scattered on three continents, but linked by letters.

This coming-of-age story is told through the letters in this poignant memoir. Phyllis wrote her parents details of her new life as she grew into adolescence and became an American, while they tried to parent her long-distance. During the next six years, she moved in and out of foster homes and an orphanage due to her rebellious behavior, but gained self-confidence and the skills to become an independent, responsible adult. Her parents tried desperately to join her, but were stopped by incredible red tape and war hysteria. Her mother's letters are unbearably painful, but despite her hard labors in German slave camps, she did not lose hope. Her father's letters show his resignation to the bureaucracy that has him erroneously incarcerated in Australia. The moods, hopes, fears and accomplishments of all are recounted in the details of the letters, thereby authenticating one family's experiences during World War II, and the love that sustained hopes of a reunion. Interwoven between the letters is a narrative that depicts the times and places of that era.





ABOUT THE AUTHOR

Phyllis Helene Mattson is a community college teacher in Silicon Valley. She graduated from the University of California, Berkeley, received graduate degrees in Anthropology from the University of Wisconsin and Public Health from Harvard. She started her career in health research, culminating in a book, *Holistic Health in Perspective* in 1981. In 1989–1990, she taught English at Shandong University in China, and in 1994 joined the Peace Corps in Nepal. She has two children and one grandchild.

NEWS ARTICLES ON WAR ORPHAN IN SAN FRANCISCO

The following is excerpted from a 2005 article by Dan Pine, staff of the *Cupertino Courier*

The letters could have come from any mother anywhere, anytime. “My dear girl,” begins one. “Have you got all your things? Please don’t worry about me, be happy and cheerful [. . .]” But in this case, the letters came from a Jewish woman trapped in Nazi-occupied Europe, writing to her 10-year-old daughter living safely in America. A daughter who never saw her mother again.

Phyllis Mattson saved every [letter from her parents], and decades later, many have now been published in *War Orphan in San Francisco* and excerpted in *Don’t Wave Goodbye*, the story of a little-known Kindertransport in which 1,000 Jewish children were sent to America during the Holocaust.

From the *Jewish News Weekly* of Northern California

Though he probably knew very well that Mattson’s mother was in grave danger, Samuel Finkel tried to reassure his daughter. In one letter from 1940, while imprisoned by the British, he writes: “Soon your Mutti will be with you...Over here it is very beautiful; I live directly by the sea.”

DISCUSSION QUESTIONS FOR WAR ORPHAN IN SAN FRANCISCO

1. (Chapter 2) What was a *Kindertransport* and what were the two principal countries that participated? Why was it crucial to the Jews in Europe?
2. (Chapter 2) Discuss what Phyllis says about families on pages 14 and 15, including your own viewpoint.
3. What were the difficulties that Phyllis had to deal with when she arrived in America?
4. Phyllis saved all of her parents’ letters, written in “cursive” and mailed by regular mail, which often took six weeks to arrive at its destination. How would such an extensive correspondence be different today? How do you feel about writing versus speaking on the telephone? What options did Phyllis and her parents have?
5. Why did Phyllis move so often, once she was in America? What do you believe shaped her relationships with people the most—her personality or her situation as a young immigrant separated from her parents?
6. Look at the pictures on the following pages and discuss Phyllis’s demeanor and what it might tell us about her: viii, 25, 44, 90, 229, 238, 254, back cover.
7. Re-read pages 327 to 332 and comment on the fact that Phyllis’s father never told her what he knew about her mother’s fate.
8. At the end of Chapter 23, Phyllis says to her father, “All has turned out well.” What are the positive aspects to be found in her story?

MEMOIRS FROM NORMANDY:

CHILDHOOD, WAR & LIFE'S ADVENTURES. Armand Idrac, translated from the French and edited by Joanne S. Silver. **May 3, 2004. Softcover, 5.5 x 8.5" 312 pp.** Catalog p. 1. **16 black and white photographs, maps and charts; annotations, references, index.**



The author writes candidly of family ties, love of country, friendship, service to others and lasting achievements. He learns and grows, and the story-telling style is engaging and humorous.

These memoirs move from mischievous childhood through wartime adolescence and the multitude of ways in which Armand played, learned, survived, worked, traveled and helped others. He gifted countless exchange students with Normandy's rich history, and shared the Norman's deep feelings for Americans. From Caen to its Omaha Beach American Military Cemetery, to the French Antilles, to Italy, and to the United States and back, Armand's memoirs will entertain, educate and inspire.

The author was born in Caen in 1928, and became the head of family after his father's death in 1942. Remembering that his friend François Le Roy Ladurie (brother of the now-famous historian, Emmanuel LRLD) had offered the family château as shelter from the bombings, Armand shared in his mother's decision to abandon their home. Later, German soldiers took up residence in the château de Villeray, and the refugees found themselves obliged to live under the same roof as the enemy.

Seventy-five per cent of the city of Caen was destroyed, but rebuilt, as were their lives, after "those unforgettable days from the Landing to the Liberation."

ABOUT THE AUTHOR

Armand Idrac originally wrote his memoirs for friends and family, but their appeal is unlimited. He and his wife Yvonne together lived an active life in Caen, receiving American visitors and traveling regularly, until Armand's passing in February 2006.

TESTIMONIALS FOR MEMOIRS FROM NORMANDY

I will read this book again. I especially enjoyed the childhood memories of Normandy during World War II. The account of travel in Italy—an Italy that no longer exists—was especially interesting. Armand Idrac, a wonderful story teller, is so personable and engaging that I would like to get to know him personally!

—Richard Hall, veteran United States Marine Corps, Vietnam

Impressions hover in memory, creating nostalgic images of those precious sepia-colored postcards, saved in drawers with our childhood treasures—a France of yesteryear. Humorous stories, wartime survival, and a colorful life full of adventure and meaning, keep us turning the pages.

—Danièle Thomas Easton, Honorary Consul in France and Wilmington

Armand Idrac is fervent in his love of Italy's splendors, whether displayed for all to admire or hidden for discovery by a lucky few. To deepen his enjoyment of the people and the country, he taught himself Italian in situ; to deepen his awe of the land, he peered into Italy's many volcanoes. Such enthusiasm beckons the traveler to seek out much more than the standard tour.

—Dona De Sanctis, Ph.D., Deputy Executive Director, Order Sons of Italy in America

This is one of many interesting memoirs of wartorn France, by a young man who was not spared any of the horrors. Anyone interested in that period will enjoy this book.

—Polly Platt, author of *French or Foe?* and *Savoir-Flair*

REVIEW FOR MEMOIRS FROM NORMANDY Kathryn Atwood, Reviewer for "Book Pleasures" April 2005; B.A., English Literature (minor in History) www.historysing.com

[. . .] appealing on many levels. The particulars of one of the greatest military invasions of all history as seen through the eyes of a 15 year-old boy—the evacuation, the growing deprivations of the populace, local ambivalence towards the occasional humaneness of the German soldiers, the thunder of Allied bombs, a line of British tanks parked in the middle of the road during a makeshift, roadside tea-time—make this chapter immensely compelling.

The central appeal of this book, though, lies in Idrac's attention to detail. The first few chapters are peppered with the colorful characters who peopled Idrac's childhood, many of them veterans of the first world war. He remembers so many striking details that I had to smile when I read his disclaimer at the end of his childhood descriptions: "With time my

childhood memories have also curiously broken off. Certain ones live in my memory as clear as if I were seeing them, others are obscured as though in the fog of a dirty glass, and then there are all the others, like shards of shattered glass, of which no memories remain.” This, from a memoirist who remembers no less than the exact moment his grandmother would add croutons to her vegetable soup, the beautiful mustache of the old man who sold milk from his horse-cart, and who provides a precise description of an old paddlewheel boat that ferried his aunt to her annual vacation.

I admit to feeling an initial let-down after the D-Day invasion chapter. It took me a chapter or two more to appreciate that Idrac’s purpose in writing the book was not so much to chronicle the Normandy landing, but to illustrate many charming and humorous everyday occurrences, seen through the eyes of an extremely observant individual. Nothing is beyond Idrac’s attention or witty observation: everything from the ups and downs of office politics (his day job was in the administration offices of the Railways) to the steam from his beloved Italian volcanoes (his passionate hobby was climbing and observing them) is mentioned in great and humorous detail. He also includes many funny human interest stories told to him by others, which he relates, of course, in precise particulars.

A very enjoyable book.

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ABBREVIATED VERSION

MY NORMANDY: A Teenager Lives through World War II. Selections from *Memoirs from Normandy* (above), suited for the general reader but especially useful for teaching middle school through university.

By Armand Idrac, translated and edited by Joanne S. Silver. November 2005. **Softcover, 5.5 x 8.5". 90 pp.** Catalog p. 2. **12 illustrations, annotations, discussion questions.**

The reader will enjoy and learn from: Armand’s crystal-clear, poignant and often humorous memories of early childhood (typical) in the France of the 1930s; tales told out of school; life for him, his little sister and his mother during the German Occupation of World War II; how they coped during the Landing close to their home in Caen; his gratitude and sympathy for the bravery of the U.S. soldiers who came to a foreign land to fight for freedom, and his love for the marvels of the United States. With new material on the Normandy Liberty Bell and student and teacher groups from the U.S. visiting the Idracs in Normandy.

PRAISE FOR MY NORMANDY:

Students [. . .] will enjoy this charming personal reflection. Teachers will find the discussion questions and supplementary information useful in helping students understand the experiences of the French during les années noires.

—Emily Z. Wagner, Head of Middle School and teacher of French in Upper School, Germantown Academy

Boys and girls in classes in Social Studies, English and, of course, French, will enjoy this book: the girls because Armand writes his memoirs as an adult but speaks as the child that he was, and because he includes a story about his first love; the boys because of his humor, bravery and true “adventure” stories of boyhood pranks and living with the enemy during the war.

—Patricia Barker, M. A., retired teacher of English, Downingtown Area School District

Through Armand Idrac's My Normandy, I experienced the joy and hard labor of a pre-war French farm fall harvest; I advanced through a French school system under the watchful eye of Marshall Petain; was there when the Germans invaded Normandy; survived the Allied invasion, vicariously experiencing anxiety about an uncertain outcome; felt uncontrollable joy reading a sign posted on a French door by a British tank crew that read “Paris is Delivered.”

The most memorable aspect of this memoir, however, is that it leaves the reader with a strong sense of friendship between France and America, a people-to-people relationship, that transcends political eccentricity. I wish I had been aware of Armand Idrac while visiting Normandy in September 2004. Perhaps he would have permitted me to have a cup of coffee or a glass of wine with him. That would, indeed, have been an honor for me.

Patrick Daudon and Stephane Laloë [Frenchmen connected with the Normandy Liberty Bell] and I visited those white Crosses and Stars of David at Omaha Beach one pristine morning in September. An early morning mist was burning off and a warm sun was bathing the cemetery. It is difficult to express my emotional feelings as I walked among those gravesites. As I placed flowers on one of the graves, Stephane told me that he had brought each of his four young children to Omaha Beach and explained what those white Crosses and Stars of David represented. He said he didn't want them to ever forget what occurred there. My aging and dying friends who were on the beach, June 6, 1944, have a very strong, emotional feeling toward the people of Normandy and they often express it openly.

—Jack Sholl, Volunteer, Independence National Historical Park and member of The Golden Eight Fairmount Rowing Association, Boathouse Row, Philadelphia

Versions d'origine :

DRÔLE DE MÉMOIRES EN NORMANDIE. Avant-propos par Emmanuel Le Roy Ladurie. Armand Idrac.
(Deuxième tirage) **Broché, 14 x 21,6 cm, janvier 2006, 360 pp. 16 illustrations, annotations, références, index.**
Catalogue p. 2.

L'auteur de l'Avant-propos, également un garçon de 15 ans au Jour J, révèle : « Armand Idrac et moi avons un Débarquement en commun. » Ensuite, il présente un extrait du journal de sa sœur Marie, qui avait 16 ans à l'époque.

Armand Idrac parle en toute simplicité des responsabilités familiales, de l'amour patriotique, de l'amitié, du dévouement et des accomplissements qui marquent une vie. Il apprend et grandit, et il nous conte son histoire dans un style séduisant et plein d'humour.

Ces Mémoires nous donnent l'occasion de découvrir l'enfance espiègle d'Armand, son adolescence pendant la guerre et les multiples façons dont il a joué, appris, survécu, travaillé, voyagé et aidé les autres. Grâce à lui, d'innombrables étudiants étrangers ont pu revivre la riche histoire de Normandie et comprendre les sentiments profonds qu'éprouvent les Normands pour les Américains. De Caen au Cimetière militaire américain d'Omaha Beach, en passant par les Antilles françaises, l'Italie et les États-Unis, les Mémoires d'Armand sont divertissantes et instructives ainsi qu'une source d'inspiration.

L'auteur est né à Caen en 1928, et il est devenu chef de famille après le décès de son père en 1942. En se souvenant que son ami François (le frère d'Emmanuel) avait offert l'abri du château Le Roy Ladurie, Armand a participé à la décision de sa mère de quitter leur maison, pour s'éloigner des bombardements. Mais leur abri étant également habité plus tard par les Allemands, c'est ainsi qu'ils ont dû vivre sous le même toit que l'ennemi.

Soixante-quinze pour cent de la ville de Caen a été détruit, mais elle a été reconstruite, tout comme leurs vies, après « ces journées inoubliables du Débarquement à la Libération ».

CRITIQUES POUR DRÔLE DE MÉMOIRES

Les histoires pittoresques dont il nous fait part révèlent la vie quotidienne d'une famille aisée telle qu'elle se vit à Caen [. . .] dans les années trente. [. . .] Avec l'avance rapide des armées allemandes tout change. [. . .] « On ne vivait que pour l'essentiel : ne pas mourir ! » (Idrac, 109)

—Colette G. Levin, University of Pittsburgh, in the *French Review*, March 2006.

Au fil des pages, des anecdotes pleines d'humour émaillent des récits d'aventure, des souvenirs de guerre et des grandes heures de notre histoire. On y retrouve le charme nostalgique de ces précieuses cartes postales couleur sépia, conservées dans les tiroirs de notre enfance. Les histoires qui font sourire, la survie pendant la guerre et une vie pleine d'aventures et de caractère nous poussent irrésistiblement à tourner les pages.

— Danièle Thomas Easton, Consul honoraire de France à Philadelphie et Wilmington

Armand Idrac est un passionné des splendeurs italiennes, qu'elles s'affichent à l'admiration de tous ou qu'elles ne se révèlent qu'à quelques chanceux. Pour apprécier encore davantage le peuple et le pays, il apprit tout seul l'italien ; pour approfondir son respect de la terre, il fit la conquête d'un grand nombre de volcans italiens. Un tel enthousiasme incite le voyageur à sortir bien loin des sentiers battus.

— Dona De Sanctis, Ph.D., Deputy Executive Director, Order Sons of Italy in America
(Directrice Adjointe de la Société des Italiens d'Amérique)

Ces Mémoires, qui font partie des nombreux documents intéressants sur la France de l'époque, relatent l'histoire d'un jeune homme qui n'a pas été épargné par les horreurs de la guerre. Tout ceux qui s'intéressent à cette époque apprécieront le livre.

— Polly Platt, *French or Foe?* et *Savoir-Flair*

L'Avant-propos est l'histoire de mon enfance — la débacle, les bombardements, dégâts, queues au ravitaillement, les anecdotes amusantes dans la tragédie... À travers le livre, nous voyons qu'Armand Idrac est un « bon vivant » qui possède une verve intarissable.

— Rose Yvonne Piquerez Truitt, compatriote de l'auteur

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VERSION ABRÉGÉE



MA NORMANDIE À MOI : Un jeune homme vit la Deuxième Guerre mondiale. Armand Idrac. Avant-propos d'Emmanuel Le Roy Ladurie. Février 2006. Selections rédigées par Joanne S. Silver du texte d'origine **Drôle de Mémoires en Normandie** par Armand Idrac. Niveau de français intermédiaire ou avancé. Excellent pour les lycées et universités. **Broché, 14 x 21,6 cm, février 2006, 100 pp.** **12 illustrations, annotations, thèmes de discussion.** Catalogue p. 2.

Selections les plus intéressantes auprès des jeunes : l'enfance, l'école, l'Occupation, le Débarquement, "Mon Amérique à Moi" et l'une des histoires écrites dans la jeunesse d'Armand, celle de sa première petite amie Josée. Du texte neuf sur la Normandy Liberty Bell et les photos des groupes d'étudiants et de professeurs accueillis récemment chez les Idrac.

L'AUTEUR

Armand Idrac avait à l'origine écrit ses Mémoires pour sa famille et ses proches, mais leur portée dépasse ce cercle familial. Il est décédé en février 2006 en Normandie où, avec sa femme, il avait mené une vie active pendant beaucoup d'années.

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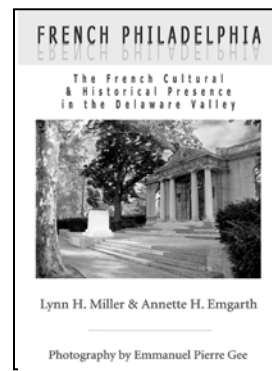
FRENCH PHILADELPHIA: The French Cultural & Historical Presence in the Delaware Valley.

Lynn H. Miller & Annette H. Emgarth, photography by Emmanuel Pierre Gee.

Published for the Alliance Française de Philadelphie by Beach Lloyd Publishers, LLC.

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