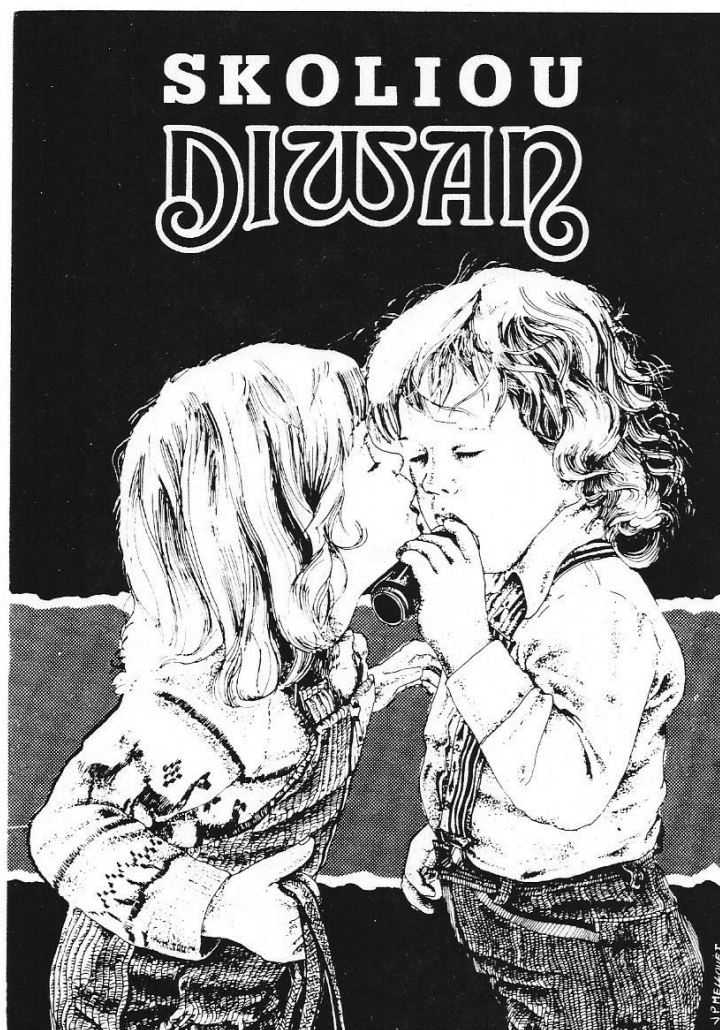


BRO NEVEZ

INTERNATIONAL COMMITTEE FOR THE DEFENSE OF THE BRETON LANGUAGE
NEWSLETTER OF THE U.S. BRANCH



KUZUL ETREVROADEL EVIT KENDALC'H AR BREZHONEG

MAY 1987

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Ideas expressed within this newsletter are those of the authors, and do not necessarily represent ICDBL philosophy or policy.

EDITORIAL: Diwan's Survival

Lois Kuter

In April Diwan celebrated the tenth anniversary of its founding--a celebration dampened by the very real threat that the Diwan schools will be forced to close due to financial problems. Diwan is now in the process of laying off all of its teachers and staff.

As we have reported in past issues of Bro Nevez, Diwan has worked since its founding for integration into the public school system of France. This would not only provide financial security, but would be an important symbolic step in the history of education in Brittany. The Breton language would finally become a normal part of the school curriculum, instead of a bizarre peripheral subject offered only when militant parents insist on its inclusion in school programs... and only if a teacher can be found who is willing to work without support or with hostility from his or her school. At best, Breton has been tolerated in schools of Brittany.

It has appeared that French politicians have been willing to give verbal support to "regional" cultures and languages--but they have been unwilling to commit significant financial support. In fact, it appears that those in the Ministry of Education have been waiting for the Breton language to die of neglect--making promises when politically useful, but committing only the minimum amount of money necessary to save face. The Breton language has not yet died of neglect but it is in critical condition. Breton has become a language spoken almost exclusively by old people. Unless resources are committed to give Breton a place in education and media which are dominant in the social and cultural development of Breton children, it is certain that Breton will die...soon.

Parents, and all those who have supported Diwan in its first ten years, know that the situation is critical, and they have worked hard for their children's future. But, the fact remains that it takes a significant amount of money to create and sustain a school system. Diwan has not been able to come up with enough money by passing the hat in Brittany. French officials in Paris have thrown only a few pennies into the hat. Diwan activists have argued that their classes should not be operated on a "pass the hat" basis, but as a legitimate part of the public school system. However, the French educational system continues to resist incorporation of Diwan schools, despite an established educational credibility and public support.

It is all too clear that Bretons can count on very little practical support from Paris for cultural survival. The French government will not give Diwan or other Breton cultural and educational organizations the same basic resources given to "French" institutions. Bretons have, throughout their history, created their own institutions which offer an alternative to those "made in Paris." Are Diwan activists who have worked towards incorporation into the French school system naive to think that the present Ministry of Education would behave any differently than all its predecessors? Perhaps. But, it is important that Bretons insist on their "right to be different"--a fundamental right guaranteed in numerous international and European human rights declarations, and a right that has been promoted in recent years by French politicians.

Editorial ... continued

The problem of Diwan's survival is not simply a matter of forcing the French government to invest more money in Breton language education. Sadly, Bretons have been in the past and remain today their own worst enemy. The majority of Bretons today do not question the idea that to get ahead in the world one must speak French (and English), abandoning Breton as a relic of the past. This is an idea reinforced in French institutions that permeate Breton society. Even people in Brittany who speak Breton as their native language view it as an impractical language--good only for the past.

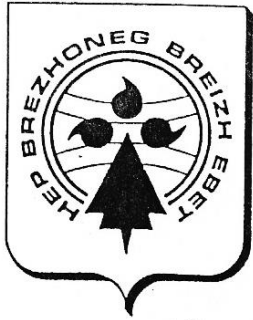
But, some Bretons recognize that the future of Brittany depends on the future of the unique culture of Brittany. The Breton language is part of that culture. One can express ideas and feelings in Breton that simply cannot be said in French or any other language. One does not get ahead in the world by discarding one's own culture, but by building on a history and heritage to create something new. The rich culture of Brittany today can provide a solid base for the future if Bretons choose to use it.

The U.S. ICDBL will continue to support those who create a Breton culture for the future. Those who have worked for Diwan are a part of that effort. Because the future of the Breton language will depend on the children of Brittany, we have devoted a large part of this issue of Bro Nevez to the Diwan schools. Their survival is very much in question and support from all over the world is needed. Readers are urged to contact the French Ministry of Education (some suggestions along this line are presented) and to continue to send financial donations to Diwan. We have recently sent a check for \$468 and Diwan will continue to need money to pay teachers for this year.

On the Home Front...

In this issue of Bro Nevez, we also include a report on two amendments to the Constitution of the United States concerning language use. The "English Only" legislation to make English the only official language of the U.S. has been countered by a "Cultural Rights Amendment". This amendment is introduced to protect cultural and linguistic diversity in the U.S.; the English-only legislation is intended as a step towards greater cultural unity in the U.S.--a step towards a monolingual and monocultural country.

French government officials in Paris who have worked so hard over the centuries to eliminate non-French languages, like Breton, within France would be right at home with the "English-Only" proponents. It is sad to see American politicians adopting the same narrow logic. But, there are Americans who feel that an "English Only" mentality must be counteracted. These people argue that cultural diversity is normal in the U.S. and that this diversity has given our country its unique character and strength. The security of the U.S. is not threatened by "linguistic separatists". Our country is threatened by xenophobia. It is distressing that Americans have found it necessary to lobby for a "Cultural Rights Amendment". The basic right to preserve one's own cultural heritage as a full citizen of the U.S. is a right we used to take for granted.



KUZUL ETREVROADEL EVIT KENDALC'H
AR BREZHONEG

International Committee for the Defense of the Breton Language

5 June 1987

Monsieur François Mitterrand
Président de la République
Palais de l'Elysée
Paris, FRANCE

Dear President Mitterrand

I am writing in my capacity as President of the International Committee for the Defense of the Breton Language, U.S. Branch, to register our shock at the callous way in which the French government has abrogated the signed agreement it had made with officials from Diwan, an agreement that was supposed to provide the authorization to integrate Diwan instructors into the national school system. Apparently it was not sufficient insult to reduce the agreed-upon number of instructors from 31 to 12--a backing away from the original agreement that took place late in 1986; the current Minister of Education, M. Monory, was not content until he had effectively effaced the entire project, lamely defending this illegal maneuver with the claim that the agreement of February 1986 to integrate the 31 instructors was the "fruit of special circumstances" and thus of "no value whatsoever".

Certainly there is nothing novel in the history of the world about a government retracting promises to its citizens, in bargaining in bad faith, or in operating opportunistically and hypocritically with its people. One is depressed, however, that a great western power such as France, home of Liberté, Egalité, Fraternité, should find it necessary to resort to such tactics against one of its historically disadvantaged minorities. The desire of young Breton parents to have their children exposed to the Breton language for a few years in their early school experience--an experience which they themselves were denied as children--is deeply felt. Why must the French state continue to view Bretons' and other minorities' quest for some measure of cultural and linguistic expression in such a negative light? Fear of a threat to national unity through the teaching of Breton seems ill founded: virtually all Bretons today are bilingual or (more likely) monolingual in French. Considering the overwhelming influence of French in all aspects of public life, the Diwan students would learn French even if the pedagogic program did not call for the introduction of French--which, of course, it does. Does the government fear a separatist movement? If so,

President François Mitterand
Page Two

then it seems that the present retrenchment by the Minister of Education is a sure way to fire up sentiments antipathetic to the central authorities.

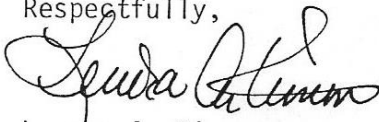
Many Bretons have struggled arduously and with enthusiasm and commitment for a decade to create, build, and sustain the pedagogically successful network of Diwan pre- and elementary schools. To have all of their efforts instantly eliminated by the facile words of the Minister of Education is truly a travesty of justice, and, more profoundly, a human tragedy.

Recently I came across a statement by a progressive Socialist politician in 1974. He said:

The Socialist party has always decided to choose the development of the personality. And when one considers Brittany, Corsica, the Basque country, and the Languedoc region, too, it is true that the attempt to suffocate all the means of expression of original languages--for the structures of languages are also the deepest structures of the brain, touching the very essence of being--it is true that economic colonialism...and a certain reflex of centralistic domination of a colonialist nature--all that should be corrected...[Now we must respect] the right to be different. (From François Mitterand, L'Homme, les idées, le programme. Paris: Flammarion, 1981).

We urge you, in the spirit of your own pronouncements on the right to cultural difference, and in the name of the responsibility of a great nation to ensure its citizens full civil rights and the dignity of their various traditions, to re-examine recent government decisions regarding Diwan and other efforts within France for bilingual education.

Respectfully,



Lenora A. Timm
President
ICDBL, U.S. Branch

cc: M. René Monory
Minister of Education
Paris

ICDBL
International Headquarters
Brussels

Why Diwan?

Louis Bocquenet

from Diwan's February 1987 Dossier
translated by Lois Kuter

In 1977 in Lampaul-Ploudalmezeau, a small community in the Léon area of Brittany, a handful of families backed by a support committee created Diwan ('seed' in Breton), a non-profit organization, and opened a Breton-language preschool inspired by the Basque Ikastolak and the Welsh Meithrin schools. Today there are more than 34 Diwan classes (19 preschool and 16 primary school classes) with more than 300 children in an educational cycle which has the goal of making them bilingual: oral and written mastery of Breton and French by the end of primary school.

Diwan exists because of three factors: Breton is a living language requiring a teaching program; there is a request for schools; and, the French state has up to now refused to recognize the legitimacy of Breton as a language for instruction in the public interest, and has thus refused to assume its promotion in public education.

The Breton language

The fact that there are Diwan schools is due to the simple fact that there is a Breton language: a living language which expresses a unique oral and written literature with roots in a 2,000 year old Celtic tradition in Europe, a language of a sovereign nation up to the 15th century, a language still spoken today on an everyday basis by some 450-500,000 people. It is useful to recall these facts because Breton is called a "patois", "dialect", or "relic" by those who want to justify keeping it out of schools, to deny its legal recognition, or those who want to make it appear that people who transmit and teach Breton to their children are eccentric marginals or "folkloric" romantics.

In the 9th century Breton was spoken throughout the Armorican peninsula along a frontier that went from the mouth of the Couesnon River in the north to that of the Loire in the south.

In 1900 Sébillot estimated that there were 1,300,000 Breton speakers. The figure today of 400-500,000 speakers is certainly small given former epochs. But, it is a large number if one refers to the average of "minority" languages in Western Europe (of which there are some forty). The figures go from 150,000 for the smallest to 2½ million for the larger ones. Several of them with fewer speakers than Breton, but with official recognition, are not on the decline, but are in fact expanding.

The Demand for Breton

Consciousness of Breton cultural identity (despite its official negation) has encouraged a growing interest for the Breton language on the part of young adults and parents of students. This movement parallels urbanization. The demand to learn and teach Breton is based on a real conviction; as found in the following example which particularly concerns Diwan. In 1982-83, 4,500 people gave a financial support to

Some Background on Diwan...continued

Diwan in the amount of 1 million French francs through automatic bank account deductions.

Deputies were also in agreement as exemplified in the following extract from the 1978 law proposition on the situation of languages and cultures of the peoples of France, called the Pensec Law, which, like others, has been neglected:

The elements of an official survey done in Brittany in part of the public establishments in 1977...assures us that following the end of an information campaign made for teachers and families ...there were from 120,000 to 150,000 young people in the first and second levels who were ready to enroll in Breton courses if such would be organized (to fit their schedules) in their school...

Diwan's Philosophy

One can present a wide range of motivations which draw parents, supporters and teachers to the Diwan movement. No doubt there are "militant" motivations to block the decline of the Breton language, the erosion of its transmission, or to rebuild Breton as a language of instruction and social use--even among those Bretons who have been victims of a classic "colonialism" (where a sense of inferiority and self-hate was internalized through negative reinforcement by the dominator).

But, at the same time, and more importantly, it is the creative aspects of a teaching program for the child's personality and future which have been determinant in drawing people to Diwan:

- Offering students not just the transmission of a body of knowledge for its own sake, but offering this knowledge in a manner which places a value on the language and the act of transmission as well.
- A culture rooted in a social tissue with strong traditions, in an environment still very much alive (principally in Lower Brittany where many people still speak Breton as their everyday language). In general, many Breton school children have one or more people in their family who have Breton as a mother tongue. Place names and family names...are still marked by and in the language.
- Permitting children to learn their history, from the source, in a language they share with their ancestors.
- Knowing that it is those people and countries best rooted culturally and historically that are the best prepared for life, to meet adversities, cope with change and economic competition.
- Knowing that early bilingualism contributes to psychological, intellectual and social development, which predisposes children to the realities of modern work, based more and more on communication skills.

Some Background on Diwan...continued

- Knowing that a strong cultural identity gives structure not only to personal equilibrium but also to social links and favors in this way cultural tolerance and exchange. It is the self-confident recognition of oneself that allows for and encourages a recognition of the other and his differences.
- Observing that culture, economy, and administration are taking on an increasingly European dimension, success and individual growth for any one culture will require association and perhaps the federation of all the parts which have a rich identity.

"The man of the future is the one with the longest memory"
(Neitzsche).

Pedagogical Options

Diwan's action is situated within a movement with a growing number of experiences in early bilingualism. The goal, for now, is to make school children bilingual (oral and written mastery of Breton and French at the end of the elementary level).

Teaching from the entry into preschool on takes into account two major principles: first, the child must learn with sufficient strength to read and write in a single language before introducing new codes, and, second, "language immersion" in which basic teaching is done through natural play and communication between the teacher and student.

Preschool is open to all children, Breton-speaking or not, from two years old on. Of course, one takes account of a transition time necessary for new children who are not Breton-speaking. Classes are split when they reach 15 children. This is done to allow for an equilibrium between class instruction and teaching in a social environment favoring an individual. Parents meet with teachers to elaborate pedagogy and scholarly content of the school program.

Organization of Diwan

The founding principles, financing, educational mission, creation of jobs, etc., all instituted and operated by the Diwan association, appear in a striking manner as the realization of education in the public interest unfulfilled in the public service of the National Education.

Diwan, an association formed under the 1901 law (equivalent to our non-profit groups), affirms in the preamble of its charter the recognition of the right of all peoples to use their language in the areas of education, information and social life--referred to in principles of the universal declaration for the Rights of Man, the European convention for the protection of man and his fundamental freedoms, UNESCO's convention, and other international declarations.

Diwan affirms its attachment to democratic principles, being open to all without distinction or obedience to any particular socio-professional, philosophical or labor union orders.

Some Background on Diwan...continued

In 1979 Diwan formed a confederation, grouping six federations. General decisions are made by a Direction Committee and carried out under the responsibility of a central office. Its schools are secular, free of charge, and independent. Each school and federation is endowed with an elected representative. The association is responsible for the operation of a cultural center in Léon (Treglonou). Diwan hires and trains its teachers and produces most of its own teaching materials.

The annual budget has regularly grown to reach some 55 million francs, of which approximately 82% goes to salaries (for 30 teachers or trainees and administrative personnel).

By the number of salaried employees and size of its budget, Diwan is the largest cultural association in Brittany. Up to 1982, 90% of the money was raised within: gifts, automatic monthly bank deductions, considerable investment of energy in cultural and sportive fundraising events, sales of Diwan products, etc. Subventions (state, regional, departmental or commune level) covered only 10% of the budget up to 1981; in 1982 they added up to 30%. In 1983 an accord with the Ministry of National Education led to a convention signed for a three-year period which gave Diwan a subvention representing 25% of its budget.

It is easy to imagine the strain induced by the financial pressures, the permanent precariousness of solutions, the militant investment required. These evidently play a role to the detriment of other interests --first of all, the attraction of new families to Diwan who are not likely to be happy with the militancy required.

The Stakes

Diwan is at the center of a commitment which transcends all its individual actors. It is quite probably the very future of the Breton language which is at stake in Diwan. It is evident that if teaching Breton from preschool through the university is not taken over rapidly by a political commitment which would legitimize its promotion as part of the national educational system and in the media and public life of Brittany, the race against the clock will be definitively lost by the year 2,000 since 8-10,000 Breton speakers die each year. And thus, one of the most important of the living Celtic heritages will be relegated to the archives of curiosities. One of the leavens of identity for a future European culture will be destroyed. Generations of Bretons will be able to transmit only traces of their cultural loss. Beyond Breton itself, it is the attack on democracy through one of its fundamental aspects--the respect of diversity--that will be felt.

* * * * *

SOME HISTORY: Diwan and the French Ministry of Education - January 1986 to January 1987

from a dossier of information by Diwan, February 1987
translated by Nathalie Novik

Following the bill passed by the Conseil Constitutionnel at the end of December 1985, which excluded the special Finance law integrating the Diwan teachers and schools into the public service because it was deemed unconstitutional, the Ministry of Education proposed a new solution to Diwan to start January 1986:

- the same three-year plan integrating 31 Diwan teachers into the public service as of January 1, 1986 (17 teaching jobs), but with a different status for these (while the November 1985 agreement with the government entitled the teachers to be integrated, the new disposition gave them merely the status of assistant-teacher).
- the same exceptional status, allowing teachers to teach within the framework of the principles guiding public education and the teaching methods developed by Diwan.

In February 1986 Diwan gave its approval to set up the new procedures.

The State was finally bound by its signature to normalize its relationship with Diwan.

From March 16, 1986 (change in government after the elections) until November 13, 1986 (date on which the decision of the Minister of Education, Mr. René Monory, was received) Diwan kept its hope that the State's pledge would be honored.

The new Minister, René Monory, indeed pledged in July 1986 (even before a new policy of integration or a contract was defined) to compensate Diwan financially for the delay in integrating the first 17 jobs (which was to have taken place in January 1986).

But, on November 13, 1986, Diwan received a letter signed by Mr. B. Cerquiglini, Director of the School Department at the Ministry of Education, informing them that the Minister decided to lower the number of teachers to be integrated: 12 instead of 31 would be integrated before the end of 1987. The subsidies to be granted according to the 1983 convention would be revised according to the new plan.

Results for the 1987 Diwan budget (already allocated for the 1986-87 school year): a deficit of an estimated 4 million French francs (approximately \$600,000).

In order to start the integration process as soon as possible, to ease budget constraints, and in order to start negotiating on the remainder of the plan, Diwan gave its agreement to the 12 posts to be integrated, raising questions about the financial survival of Diwan under this plan. This agreement was made on November 24, 1986.

History of Relations...continued

On November 25, Mr. B. Cerquiglini transmitted that the Minister to Mr. Legrand, Director of the Academic Region, had agreed to the implementation of the process.

But this agreement was not clear enough to the Director to take any action; no reference was made in the letter he received concerning the exceptional status under which these 12 teachers were supposed to work.

Following a meeting of December 8, 1986 between Diwan and the Director of the Academic Region, the Director sent a request for additional information to Mr. Monory's office on December 9th.

Only a month and a half later, on January 23, 1987, the Minister sent him his answer by telecopy. It was only then, and in the most fortuitous way, that Diwan learned the contents of this letter which were not destined to be communicated to them in the first place:

For Minister Monory, the agreement of February 1986 integrating 31 teachers and schools, and defining the exceptional status, is only the "fruit of special circumstances" and therefore has "no value whatsoever."

This is, one year later, what Mr. Monory had to say about a document involving the responsibility of the State, and bearing its signature.

* * * * *

Ouest France

Intégration remise en cause ? 3 février 1987

Diwan tire la sonnette d'alarme

BREST. — S.O.S. on coule ! C'est le sens de l'appel qu'a lancé hier de Brest, Diwan, en raison de la marche arrière que paraît effectuer le ministère, dans l'intégration des écoles bilingues dans l'Éducation nationale. « Les Basques ont les mêmes problèmes. C'est l'engagement de l'État sur l'enseignement bilingue qui est posé. Voici dix ans que nous fonctionnons avec les difficultés que l'on sait pour échouer au but, ça, nous ne voulons pas le croire », ont dit le président André Lavanant et Gilles Killivér, chargé des relations avec l'Éducation nationale.

On s'attend donc à une réaction de révolte qui devrait commencer par les élus. Le 28 octobre, le conseil régional a adopté à l'unanimité un vœu demandant le respect des engagements de l'État vis-à-vis de Diwan. « Selon le droit commun interne, une telle unanimité appelle une réponse du ministre interpellé. Trois mois après, il attend toujours. Une gifle ! »

Avec les maires des communes ayant des écoles Diwan en priorité (17 primaires, 13 maternelles pour 380 enfants), les conseillers généraux et régionaux, nous avons enjambé une série de contacts pour les sensibiliser. Il faut maintenant dépasser cette sympathie et ces actions locales pour que l'enseignement bilingue en Bretagne devienne un dossier régional. Et que, par le consensus, cet élan assigne le gouvernement et, en particulier, le ministère concerné.

« Nous allons organiser une table ronde avec l'ensemble de ces élus début mars et voir quelle politique de participation préconiser pour les collectivités municipales, départe-

mentales et régionales. Il y a une spécificité régionale qui permet d'imaginer un centre de recherches : 90 % du travail reste à faire au niveau du bilinguisme. »

Un comité de solidarité va se créer autour de personnalités bretonnes, nationales et internationales. Une cellule de crise a été installée qui, dès demain, doit imaginer les actions possibles les plus pédagogiques de préférence.

M. Monory aura-t-il le courage politique de nous signifier sa marche arrière ? La faille s'annonce pour mars !

Le film depuis un an

— Février 86 : accord signé avec le précédent gouvernement, normalisant les relations et portant intégration, par un plan triennal, de 31 instituteurs Diwan au sein du service public (17 au 1^{er} janvier 86), dans un cadre dérogatoire intégrant les méthodes Diwan.

— Juillet : le nouveau ministre s'engage à compen-

ser financièrement le retard pris pour l'intégration des 17 premiers.

— Novembre : le ministère revoit le plan à la baisse : 12 intégrations sur 31 avant fin 87 (c'était déjà un déficit prévisionnel de quatre millions pour l'année en cours). Diwan signe pourtant, pour enclencher le mouvement.

— Décembre : par manque de cadre dérogatoire définissant les modalités de la mission, le recteur d'académie est bloqué.

— 23 janvier 87 : la réponse à sa demande d'information supplémentaire dit notamment que « le protocole d'accord de février 86 n'est que le fruit de circonstances particulières » et n'a, de ce fait, « aucune valeur ».

Drôle d'anniversaire pour un accord.

THE FRENCH NATIONAL ASSEMBLY and REGIONAL LANGUAGES AND CULTURES

Official Summary and Analysis - 1st session, Friday, October 10, 1986
Translation by Nathalie Novik

MR. REYMANN - I draw the attention of the Minister of Education to the situation regarding the teaching of the various regional languages in France and in particular that of German, which is the written expression of the languages spoken in Alsace. Thirty law proposals concerning these languages and cultures have been made since 1958 and four since 1981 by various political parties. None has been examined. While the European Council and the European Parliament are working on implementing a European Charter of Minority languages and cultures, the situation in France regarding the teaching of regional languages and cultures is characterized by the coexistence of huge legislative voids with various dispositions which are often interesting but contradictory, and extremely diverse concrete experiences.

The legislative field is contained in the 1951 Deixonne law and by Article 12 of the orientation law on education of 1975, which both foresee the "possibility" to teach regional language "through all the school cursus". The administrative situation is defined by the circular letter no. 82-261 of June 21, 1982, which has been further defined in Alsace by a circular letter from the Regional Academy on June 9, 1982.

These texts represent a step forward, but in the field things are not simple: the new programs for primary schools published in 1985 were interpreted by some as questioning the above dispositions, which shows how fragile a situation directed only by circular letters can be. The mandate given each school to ensure an initiation in German is contradicted by the reminder that the teachers are volunteers and their linguistic skills are not taken into account for transfers or new jobs. Lacking volunteers, some schools cannot organize these courses.

The teachers are transferred at random, which makes their jobs very precarious, sometimes not lasting more than a year.

The creation of a body of "primary school teachers/educators/pedagogical counsellors" specialized in regional language and culture allows for the training of teachers in the course of their career, but the new rules concerning the recruitment and training of student teachers threaten these efforts. Indeed, the admission tests for the teaching schools include only one optional language test; therefore, a candidate without any knowledge of German can be admitted in a teacher's school in Alsace. This will not be corrected during the two-year cursus, because of a lack of finances.

These difficulties will certainly increase if we do not remedy this lack of legislative measures. What does the government intend to do on this matter? Can one foresee that the disposition of the 1982 circular letters will become mandatory? Given the fact that the teachers are being recruited on a "department" level, would it be possible, within the framework of decentralization, to foresee a

The French National Assembly and Languages...continued

specific recruitment and training of teachers in those regions where a minority language and culture still exist? And could the government submit to Parliament a law concerning the status of regional languages and cultures in order to fill the legislative void in this area, particularly regarding education?

The knowledge of German enables 30,000 Alsacians to work in Germany and Switzerland. The coming of a Mercedes plant near Strasbourg will give many unemployed young people a job, if their level of German is sufficient.

The government must react as soon as possible to the degradation of language teaching.

RESPONSE BY MR. MALHURET - Mr. Monory, who was not able to come this morning, has asked me to answer in his name.

The Ministry of Education has undertaken for several years now a very important action in favor of regional languages and cultures. Based on the 1951 Deixonne law, the circular of June 21, 1982, settles the fundamental principles concerning their teaching: the government's pledge to organize this teaching; real status given to this education, with schedules, programs and qualified personnel; volunteer basis for the students and the teachers, within the framework of the public service.

This has allowed for substantial development in the teaching of regional languages and cultures, shown by the fact that the number of pupils following these courses in kindergarten and primary schools has gone from 29,743 in 1981-82 to 110,083 in 1984-85. Regarding Alsatian, the Ministry has granted eight specific jobs in primary schools and eight in secondary schools. Furthermore, the creation of a body of specialized counsellors must be pursued. On the other hand, the programs and instructions for primary schools are not against the instructions of the June 21, 1982, circular, and do not limit the possibilities of these courses on a voluntary basis--which remains the only possibility since it is out of the question to render them mandatory.

Finally, the texts concerning the training of teachers in training schools, which have just been published, give for the first time a place to the teaching of regional languages and cultures. An important effort is, therefore, made in this area, in particular in those areas where regional languages continue to be practiced.

Given these conditions, the set of laws and rules seem for the time being sufficient to allow for the development of regional languages and cultures as long as they are implemented on a case-by-case basis.

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A LETTER FROM DIWAN

to Prefects, Deputies, Senators, and the Media

Treglono - February 21, 1987

You are aware of the fate imparted by the French State on the so-called minority languages--which are in fact better described as subordinated languages since they add up to several million speakers in France.

You might remember the December 1985 cancellation by the Constitutional Council of the 1985 (modification) and 1986 articles in the Finance Law meant to integrate the Basque, Breton, Catalan, Corsican and Occitan teachers and bilingual schools into the educational public service.

Diwan schools have existed in Brittany since 1977 and have been requesting integration into a bilingual Breton/French educational system since that time.

In February 1986, two months after the above-mentioned cancellation of the Finance Law due to the unconstitutional character of the articles, a new agreement finally received the signature of the French State.

One year later, the State's pledge has still not been respected. If we believe the latest remarks from Mr. Monory's office, it seems that this agreement has "no value".

Why? In place of the explanation to which we are entitled, let us propose several hypothetical ones:

Would it be the impact of the new budget policy? This does not explain the problems at all, when one knows that, on November 24, 1986, Diwan had accepted--while still questioning the possibility of survival--the revised integration plan foreseen for February 1986. Even these new measures are not being implemented at the present time.

What then? Should we not then conclude that these 400 children at the Diwan schools and the 800 children at the Basque Seaska schools frighten Mr. Monory? You should indeed understand that these bilingual children represent, by their very existence, a serious threat to national integrity, just like their North African and/or Turkish schoolmates!

Aren't the demons of "separatist bilingualism" which terrorized the Third Republic exorcised yet? And hasn't the latest research in psycholinguistics and education sciences been defined enough to entitle Mr. Monory to propose in 1987 anything other than financially choking to death the organizations in charge of managing these bilingual schools?

In less than a month, if no decision reverses the present situation, our schools will close their doors.

You have the right and the power, Mr. Deputy, to ask yourself what the consequences will be for our children and the advancement of democracy in this country.

If you find that the terms of this letter are less than respectful, please understand our weariness.

Sincerely,

for Diwan

André Lavanant, President

The Regional Council of Brittany and Diwan

from Diwan's February 1987 dossier
translation by Nathalie Novik

Vote

During its fall session, the Regional Council has unanimously adopted a vote requesting that the schedule foreseen for the integration of the Diwan teachers into the public service be followed.

This schedule provided for the integration of 17 teachers as of January 1st, 1986, 10 on January 1st, 1987, and 4 on September 1st, 1987.

This schedule has not been respected, which jeopardizes Diwan's existence.

The Regional Council is surprised by the delay made in answering its vote of October 26, 1986, and urgently requests a positive answer.

The Council wishes to be informed of the directions taken by the Ministry of Education regarding bilingual education, and wants to be part of all discussions and proposals on this subject.

Summary of the Meeting with Mr. Yvon Bourges, President of the Regional Council of Brittany - Monday, February 23, 1987, in Rennes

Mr. Bourges, President of the Regional Council of Brittany met with a Diwan delegation including:

Mr. A. Lavanant, President of the association
Mrs. M. H. Le Bot, Secretary
Mr. J. Killevere, member of the Board, in charge of
Relations with the Ministry of Education
Mr. Y. Raoul, Executive Director

After a presentation of Diwan (number of schools, number of children, auto-financing of the Association), the meeting dealt with the problems connected with the status of the schools and the relations with the Ministry, in particular the control of school attendance, the respect of the school programs and the two parts of the integration as negotiated with the Minister until the February 1986 agreement (integration of the teachers, and the change of status of the schools to public schools).

A copy of this agreement was handed over to Mr. Bourges, along with a summary of the present difficulties relating to the finances as well as to the status of Diwan schools, particularly concerning the exceptional status needed to define the primary class schedule.

In view of the financial emergency (Diwan will not be able to pay the salaries of teachers as of March 1987), Mr. Bourges proposed to discuss the situation this week with Mr. Le Grand, Director of the Academic

Region, and then, as President of the Region, to obtain an appointment with Minister Monory to let him know the need to rapidly reach a solution in continuity with the previous agreements.

Mr. Bourges insists on the fact that, in no case, can the Region make a financial pledge or take the place of the state. Its support can only be political, the problem being to switch from political goodwill to administrative action in the future.

The Diwan delegation wishes that the mayors and town councillors express this good will in a collective way, under the auspices of the Region, in the framework of a planning meeting. Mr. Bourges suggests that the Minister could delegate a General Inspector to work with the Region Director and the concerned mayors to settle the potential difficulties which could come up regarding the law. As soon as his own intervention at the highest level will start, such a planning meeting could take place--before the end of March.

* * * * *

Enseignement bilingue breton-français

La Bretagne à Paris
13 mars 1987

Diwan mobilise ses amis et les élus

LORIENT. — Après avoir rendu une visite matinale impromptue samedi à Pouldreuzic à Ambroise Guellec, secrétaire d'Etat à la Mer (le maire-ministre leur a promis d'intervenir en leur faveur), parents et enseignants Diwan ont ancré leur comité directeur extraordi-

naire à Lorient toute une journée. Menacée d'« étrangement financier suite aux stermoiements techniques du ministère de l'Education nationale », l'association promotrice de l'enseignement bilingue en Bretagne vient en effet de décider, la mort dans l'âme, d'amorcer

la procédure de licenciement de ses 54 salariés. Mais, une lueur d'espoir subsistant, Diwan mobilise parallèlement ses amis en vue d'un congrès extraordinaire prévu le dimanche 29 mars à Carhaix.

« L'Etat, malgré les accords signés en février 86, trahit ses engagements. Aucun des 40 instituteurs de Diwan n'est intégré. Résultat, notre dette totale cumulée auprès des organismes sociaux (URSSAF notamment), représente 180 millions de centimes, tandis que nous n'avons pas perçu le premier centime des 175 millions que devait représenter l'intégration au 1^{er} janvier 86 des 17 premiers instituteurs... ».

Amer, le président de l'association des écoles Diwan. Même si André Lavanant ose encore espérer, très timidement, le sauvetage de cet enseignement bilingue breton-français mis sur pied il y a dix ans.

« Le ministère s'est en effet engagé à nous verser la première partie de cette subvention (cent millions de centimes) pour le 20 avril, ce qui épongera une partie de nos dettes sociales. Mais les salaires de mars ne pourront être payés à nos 54 salariés, ni les suivants, à ce rythme ! Aussi le comité directeur vient-il de décider d'entamer la procédure de licenciement collectif. Applicable vers la mi-juin, vu les délais légaux, Diwan ne terminera donc pas l'année scolaire ».

Et pourtant, comme en témoignage le soutien verbal reçu

jusqu'ici par nombre d'élus bretons (Ambroise Guellec, samedi matin, par exemple), Diwan se sait soutenu par les nombreux partisans d'un système pédagogique dont l'efficacité a été reconnue en 1984 par une commission bipartite qui en a contrôlé le fonctionnement sous l'autorité du rectorat.

« Qu'on nous le dise clairement... »

« Ce qui nous inquiète, c'est que de concessions techniques en concessions techniques, et alors que l'intégration se profilait — avec des accords officiels signés au ministère en février 86 — voici que par courrier ministériel au maire de Lannion, on revient à la case départ... » note André Lavanant en citant ce courrier de René Monory du 3 février à M. Né-délec :

« Des études sont menées par mes services (...) pour trouver une solution à la situation des classes gérées par Diwan. Dans la mesure où cette association accepterait de respecter les règles fondamentales qui régissent en France le fonctionnement de l'enseignement public, je suis disposé à reconnaître ses

activités d'enseignement par l'implantation sur le terrain d'emplois d'instituteurs (...) ».

S'il s'agit du respect des « programmes réglementaires », Diwan se sent tranquille, au vu du bilan de la commission bipartite précitée. Mais ne s'agit-il pas plus fondamentalement de remettre en cause le bilinguisme ? « Qu'on nous le dise clairement, la discussion en restera là ».

Le calendrier est crucial : les plus âgés des 380 enfants scolarisés en maternelle puis en primaire arrivent à l'étape de l'entrée en secondaire. Diwan pourra-t-elle bâtir son processus dans cette continuité ?

Un printemps de la « mobilisation » est entamé. Premier rendez-vous, le 29 mars à Carhaix pour un congrès extraordinaire de Diwan. Puis multiplication des contacts avec élus et parlementaires de Bretagne. Sommet, enfin vers la mi-mai avec un rassemblement sur le bilinguisme où Diwan compte afficher des personnalités européennes de la politique autant que des arts et de la culture. Tandis que se profile aussi une procédure contre l'Etat devant le tribunal administratif pour « non respect de ses engagements ».

Joël LE GUILLOU.

LA LUTTE DES BRETONS pour défendre et enseigner leur langue est la même que celle des Basques, Catalans, Corses, Occitans, Alsaciens-Lorrains et Flamands, tous fédérés au sein du Comité français du Bureau européen des langues minoritaires (1). Confronté au « projet de loi relatif à l'emploi de la langue française », ce comité vient de fournir un avis « très défavorable ».

« Ce projet (élaboré par le Commissariat général de la langue française) — s'il aboutissait à une loi — imposerait au plan linguistique un climat véritablement tyrannique fait d'interdits et de contraintes se traduisant par des sanctions attentatoires à la liberté d'expression », affirme le Comité.

"What fight for the Breton Language"

translated by Nathalie Novik

On March 14th, 1987, a colloquium was held in the Parisian suburb Saint-Denis on the theme: "Peseurt stourm evid ar Brezhoneg" ("What fight for the Breton language").

The presentations emphasized that the day should not be used to go over already-known problems, but rather to find new approaches and implement solutions.

In the afternoon the hundred or so participants split into three groups to examine the following:

- A - how to increase the demand for Breton
- B - determine the budget for the Breton language struggle
- C - modify the balance of power in the French State.

After the deliberations, the groups gathered to hear the final results. At that point, Anna-Vari Chapalain communicated the latest news to the participants: the decision by Diwan to lay off all its personnel, i.e. 54 persons. This decision is the sad consequence of the Ministry of Education's promises, which it did not keep, by which twelve teachers were to be integrated by the end of 1986. Anna-Vari stressed that the financial situation of Diwan would not allow for the payment of salaries to the teachers. As a result, a collection was made which brought in 10,000 francs within 15 minutes. It is vital to gather funds to let Diwan keep its head above water, but it is also vital to implement various actions.

Group A: Increase the Demand for Breton

presided by Erwan ar C'hoadig

Starting with the fact that the situation of the Breton language is difficult and even appalling, it is necessary to fight outside the official structures, through associations. We must, therefore, aim at reinforcing the existing structures, developing new alternative powers, and we must endeavor to obtain institutional structures which will enable us to carry out large-scale projects. The past and present oppression on the part of the French state prevents us from developing ambitious projects to be realized in the present state of things. Since we feel there is a need to create a link between native Breton speakers and neo-Breton speakers free of prejudices, we think it is of utmost importance to develop a campaign to make the Breton people feel positive about the Breton language.

I. Analyze the demand for Breton and increase it:

a) Scientific poll:

- to define existing motivations
- to study in particular the breakdown of the Breton population

What fight for Breton?...continued

I. a) continued

- to reach that part of the population which is unaware of Breton
- to make gains retroactively with each positive step
- to better coordinate actions
- to better target our campaign

b) Marketing

- promoting a winning and positive image
- placing priority on the support of existing structures
- the results of the poll and workable means of communication will dictate the way marketing will be done.

II. Outreach

a) Education

- integrate all linguistic and cultural problems
- be more flexible in the teaching structure, to envision in particular telephone courses (such as PHONELAB).
- favor exchanges between neo- and native Breton speakers in various learning situations such as farm stays, etc.
- hold meetings and promote exchanges between all Breton language teachers (importance of quality teaching to prevent discouragement)
- include a more active pedagogy to make Breton more attractive
- use more accessible and less complex teaching tools, adaptable for communication with a wider public
- consider teaching various skills through the medium of Breton (summer sessions, etc), following the example of Scandinavian schools.

b) Media

The struggle:

- telecommunication satellites offer the possibility to establish a common channel with other minorities
- investment by Breton activists in radio stations

Immediate action:

- use foreign TV stations of other minority peoples to force French TV to give coverage to media events we create--events that count on media coverage for effectiveness
- aim publications at a wider audience (using novels, comic books, etc.--media already in use)
- create a lexicon of the most common Breton words and sentences to be distributed on advertising materials
- disseminate a computerized listing of Breton associations and media for distribution of information on a larger scale in Brittany and internationally.

What fight for Breton?...continued

III. International action

- increase the publication of books in the Breton language about Brittany which go beyond tourism.
- promote the study of Breton by foreigners
- aim propaganda at foreign visitors in Brittany, and call on international cooperation
- create a center for cultural minorities on the European level.
- put more emphasis on foreign contributions (cf. Mr. Makoto).

IV. Leisure activity

Use leisure activity to promote Breton in different areas:

- music (from the fest-noz to rock music, musical creation using all influences, jazz, etc.)
- meeting places for Breton speakers
- sports (advertising material)
- tours based on a given theme
- theater

V. Professional life

- use of Breton in computer work
- creation of businesses where knowledge of Breton is a prerequisite in hiring personnel (nurses, doctors, psychologists, etc.)
- work towards making business and commercial leaders conscious of Breton
- promote the use of Breton on packaging (attractive to foreigners)

VI. Institutions and businesses

- use Breton in relations with State, Regional and community governments, town councils, etc.
- use Breton in church
- use sign "Aman 'vez komzet brezhoneg" ("Breton is spoken here") in stores and public places
- use Breton in advertising
- use Breton on road and city signs

Conclusion

- develop an alternative means to finance various action programs (polls and marketing) to take this out of the hands of French authorities.
- reinforce and develop our efforts, create more interest in them, and gather strength; develop instruments such as Diwan, Stourm ar Brezhoneg, etc. which are genuine alternatives--even if still insufficient.
- Become more aware of the political dimension of our efforts since the linguistic and cultural struggle is not independent from the social and economic situation in Brittany.

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THE DIWAN CRISIS GROUP

A Call to Action - February 16, 1987

(from Diwan's February 1987 dossier; translated by Nathalie Novik)

Goal: Exert pressure on the Ministry of Education, with other actions to follow.

Action: Call the Education Ministry on the telephone every Monday until the difficulties between Diwan and the Ministry are definitively resolved.

The phone numbers are as follows:

16-1-45 50 10 10	Switchboard
16-1-45 50 10 48	Mr. Baladier, Director of the Schooling Department (Directeur des Ecoles)
16-1-45 50 15 63	Mr. Bernard, Technical Advisor to Mr. Monory (Conseiller Technique)
16-1-45 50 14 38	Mr. Peritaz, in charge of innovation in the schools (Chargé de l'innovation en milieu scolaire)

Each time you call, ask for a person named above. If you get the switchboard, ask for an individual and if you do not get him, leave a message along the following lines:

"Diwan is a non-profit association, which for the last ten years has been organizing a real bilingual school system, in Breton and French. An agreement was signed in February 1986 between the Ministry of Education and Diwan. This agreement has not been respected by the Ministry. What do you intend to do?"

Wait for the answer, and underscore the fact that Diwan should not disappear and that Diwan should not have to lay off its teachers.

Give these numbers to others.

This action will start on February 23rd, 1987, the day of our meeting with the President of the Regional Council, Mr. Yvon Bourges.

Be courteous with people when you telephone them.

* * * * *

May 16, 1987:

2,000 Demonstrators in Morlaix to Support Diwan

The following article, written by Thierry Guidet and translated by Lois Kuter, appeared in the May 22, 1987, issue of La Bretagne à Paris.

Morlaix - Almost 2,000 people participated Saturday in the meeting of international support for Diwan. More than a mass demonstration, directors of the Diwan preschools and primary schools pursue two objectives: to confirm the validity of their principal pedagogical objectives, and to insure the support of elected Breton officials from all political perspectives.

Within the next month, Diwan runs the risk of laying off its 54 employees, putting an end to a ten-year experience. This will be because the State refuses to sign the projected "basic contract." Motive: the place of French in the Diwan primary schools would be insufficient. Diwan uses a method known as "linguistic immersion" which consists of giving a privileged place to the dominated language (Breton) in relation to the majority language (French), thus giving children perfect bilingualism by the end of the primary cycle.

Through inspection of classes between 1983 and 1986 a bipartite commission composed of three employees in the National Educational system verified the solid foundation of this method. On Saturday the fruitfulness of this pedagogy which is applied in many countries was confirmed by several international experts, including M. Maher, president of the Group on Lesser Spoken Languages of the European Parliament, Jack MacArthur, president of the European Bureau of Minority Languages, and Gilbert Dalgalian, vice-president of the International Center for Information on Bilingual Education. Joaquim Arenas, head of educational services for Catalan within the autonomous government of Catalonia, most notably said: "At home 5,000 of our pupils successfully follow the linguistic immersion principal so that they speak Catalan as well as Castilian (Spanish)".

Several dozen elected Breton officials of all political tendencies--Deputies, Regional Councilors, General Councilors, Mayors, and Municipal Councilors--participated in the discussions and the demonstration which followed it. Many others sent their messages of support. This is what permitted Jean-Yves Cozan to propose "the whole of elected Breton officials agrees with Diwan's pedagogical project". Deputy and Vice-President of the General Council of Finistère, Jean-Yves Cozan is a part of the CDS, the same political party as the Minister of National Education, René Monory.

Satisfied by the large show of support, André Lavanant, president of Diwan, nevertheless regretted the absence of an official representation from the Regional Council. He added: "We will multiply our grass-roots actions to remind elected officials of their commitment. It's not impossible to go to Paris. We will try to mobilize a delegation of regional elected officials which will meet the Minister. We will also use our European contacts."

2 000 manifestants à Morlaix

Les élus bretons et européens derrière Diwan

MORLAIX. — Près de deux mille personnes ont participé, samedi, au rassemblement international de solidarité avec Diwan. Mais plus qu'une manifestation de masse, les responsables des écoles maternelles et primaires en breton poursuivaient deux objectifs : confirmer la valeur de leurs principes pédagogiques ; s'assurer du soutien des élus bretons de tous bords.

Dans un mois, Diwan risque de devoir licencier ses cinquante-quatre salariés et de mettre fin à une expérience vieille de dix ans. Cela parce que l'État refuse de signer les contrats simples prévus avec ses établissements. Motif : la place du français serait insuffisante dans les horaires du primaire. Or, Diwan use d'une méthode, « l'immersion linguistique » qui consiste à privilégier la langue dominée, le breton, par rapport à la langue majoritaire, le français, pour obtenir des enfants parfaitement bilingues à l'issue du primaire.

De 1983 à 1985, une commission bi-partite, comprenant trois fonctionnaires de l'Éducation nationale, a vérifié, en inspectant les classes, le bien-fondé de cette méthode. Samedi, la fécondité de cette pédagogie, appliquée dans de nombreux pays, a été confirmée par plusieurs experts internationaux, dont M. Maher, président au Parlement européen de l'intergroupe des langues moins répandues ; Jack MacArthur, président du bureau européen des langues minorisées ; Gilbert Dalgalian, vice-président du Centre mondial d'information pour l'éducation bilingue. Joaquim Arenas, le chef des services d'enseignement du catalan au sein du gouvernement autonome de Catalogne, a notamment déclaré : « Chez nous, cinquante mille élèves suivent avec succès la méthode d'immersion linguistique de façon à parler aussi bien le catalan que le castillan ».



A Paris !

Députés, conseillers régionaux, conseillers généraux, maires et conseillers municipaux : plusieurs dizaines d'élus de toutes tendances politiques ont participé aux débats et à la manifestation qui a suivi. Beaucoup d'autres avaient envoyé des messages de soutien. C'est ce qui a permis à Jean-Yves Cozan de lancer à la tribune : « L'ensemble des élus bretons partage le projet pédagogique de Diwan ». Député et vice-président du Conseil général du Finistère, Jean-Yves Cozan appartient au CDS, le parti du ministre de l'Éducation nationale, René Monory.

Satisfait de ce large soutien, André Lavanant, le président de Diwan, déplorait toutefois que le Conseil régional n'ait pas été officiellement représenté. « Nous allons multiplier les actions sur le terrain pour rappeler leurs engage-

ments aux élus, a-t-il ajouté. Il n'est pas exclu que nous allions à Paris. Nous allons essayer de mettre sur pied une délégation d'élus régionaux qui rencontrera le ministre. Nous allons, également, utiliser nos contacts européens ».

Thierry GUIDET

La Bretagne à Paris
22 mai 1987

Beva e brezoneg

2000 manifestants à Morlaix solidaires de Diwan

Le rassemblement de solidarité, avec les écoles maternelles et primaires en breton, a réuni près de 2000 personnes, samedi à Morlaix.

Au bout de dix ans d'expérience, Diwan devra licencier ses cinquante-quatre enseignants salariés. L'État refuse de signer les contrats simples prévus avec les établissements, exigeant que le français ait une

place égale à celle du breton dans les horaires.

Des élus européens, sont venus apporter leur témoignage favorable à l'immersion linguistique.

André Lavanant, président de Diwan, annonce des actions sur le terrain, pour rappeler aux élus leurs engagements et conclut : « Il n'est pas exclu que nous allions à Paris ».

WHAT YOU CAN DO FOR DIWAN

- 1) Send a letter to the French Ministry of Education expressing your support for Diwan (with a copy to Diwan).
 - Remind the Ministry of their February 1986 agreement with Diwan; remind them of the various European and international level declarations on human rights which France has supported and which guarantee one's right to develop education in one's native language.
 - Remind them of the French government's repeated statements of support for "regional languages and cultures" of France and the "right to be different" (droit à la différence).
 - Remind them that Diwan's Breton language program has been examined by educational inspectors who found it sound.

Request that the Ministry of National Education integrate the Diwan schools with their present bilingual Breton/French curriculum.

Address your letters to:

Monsieur le Ministre de
l'Education Nationale
110 rue de Grenelle
75001 Paris
France

An airmail letter to France costs 44¢.

Letters showing international support are especially welcome since they demonstrate that Diwan's work is known and respected on an international level.

- 2) Contribute money to help Diwan in its current financial crisis. Send contributions to:

Lois Kuter
U.S. ICDBL/Diwan Fund
605 Montgomery Road
Ambler, PA 19002 U.S.A.

Small contributions are just as welcome as large ones. Many U.S. ICDBL members have been generous in sending a few extra dollars with membership renewals each year. This money has been sent to Diwan and it has been gratefully acknowledged.

École Diwan

Classe sauvage dans le hall de la gare

Spectacle insolite. Avec tableau noir et bureaux en bois, une classe de l'école Diwan a fait cours, vendredi après-midi, dans le hall de la gare. L'école en langue bretonne voulait attirer l'attention de l'opinion publique sur les menaces qui pèsent sur elle. Un tract (bilingue) a été distribué aux passants et aux voyageurs.

« A Saint-Brieuc, ça se passe plutôt bien », reconnaissent les parents. « Les relations avec la municipalité sont très bonnes et nous sommes satisfaits de la qualité pédagogique de l'enseignement dans nos trois classes. »

Si Diwan Saint Brieuc vit dans des conditions tout à fait acceptables, il n'en est pas de même pour l'association Diwan au plan Bretagne. Né voici dix ans de la volonté de militants culturels bretons, Diwan se débat dans des difficultés financières inextricables. « Nous sommes en train de bâtir un système d'éducation. La bonne volonté n'y suffit pas », remarque un enseignant.

Début 1986, après cinq ans de difficiles négociations, Diwan croyait apercevoir le bout du tunnel. On s'acheminait sur l'intégration de trente-et-un instituteurs. Depuis, la nouvelle équipe départementale refuse d'appliquer l'accord, remettant ainsi en cause



Les enfants n'avaient même pas l'air dépayés.

l'existence du réseau de vingt-trois écoles et l'emploi des cinquante-quatre maîtres. Les parents et amis de Diwan observent avec une certaine irritation la partie de ping-pong entre M. Monory et le conseil régional. Pourtant, ils

veulent encore croire à une possibilité d'arrangement avec les élus bretons : « Ils sont plus proches de nous. »

C'est pour expliquer tout cela que Diwan Saint Brieuc a fait classe

hier, à la gare. L'association avait choisi un lieu public neutre : « Si nous avions voulu manifester, nous serions allés faire la classe dans le hall de la préfecture. »

A. F.

Diwan Pempoul

Ouverture de classe sur fond de crise

La procédure de licenciement des salariés (54 au total, dont 40 instituteurs) est en cours. A l'heure où le mouvement est en cours. A l'heure où le mouvement s'apprête à fêter son dixième anniversaire, jamais la situation n'aura été aussi critique. Après l'infructueuse opération « Grand raid » lancée l'an dernier (visant à augmenter et relancer les versements bancaires automatiques) un soutien exceptionnel sous forme de dons à chaque école, est demandé. « C'est donc », souligne Yvon Simon, président de Diwan Pempoul, l'objet d'une « déduction fiscale ». Mais cela ne suffira pas à combler le déficit prévisionnel de quatre millions de francs. De nouvelles négociations avec le rectorat de Rennes cette fois-ci, tenteront de déboucher sur une solution acceptable par Diwan.

tains d'entre eux puissent poursuivre leur scolarité, sera constituée une classe primaire (cours préparatoire). Ce qui ne peut qu'accroître davantage les responsabilités de Diwan Pempoul dans leur lutte pour l'enseignement en breton. Déjà on étudie l'éventuel transfert de l'école dans de nouveaux locaux afin de dispenser cet enseignement dans de meilleures conditions.

Reste un point et pas le moindre : que Diwan existe toujours. Aussi dans un futur proche, il n'est pas du tout exclu que les responsables et tous les sympathisants manifestent physiquement pour la survie de leur école. Autrement dit sensibiliser directement l'opinion publique pour que tout le monde se sente concerné par l'avenir de la langue bretonne.



Se mobiliser pour sensibiliser. Le but des prochaines actions de Diwan Pempoul.

Une vingtaine d'enfants

Diwan Pempoul refait bien l'évolution de l'école en breton. Avec cet argument choc face à la menace de disparition : les effectifs augmentent.

Installée dans les locaux de l'école publique de Kérit, elle compte une vingtaine d'enfants scolarisés en maternelle. Dès la rentrée prochaine, afin que cer-

Printemps de la langue bretonne Quatre mille personnes à Carhaix

Près de quatre mille personnes ont participé ce week-end à la fête de la langue bretonne organisée par Stourm ar Brezhoneg et Emgann, à l'appel de la coordination culturelle bretonne. Un ras-

semblement massif en forme de retrouvailles pour un mouvement qui semblait s'être légèrement assoupi depuis quelques années. Au-delà de la simple fête, à laquelle ont pris part de vieux combat-

tants de la « cause », comme Glenmor ou Gilles Servat, une bonne occasion pour l'ensemble des mouvements politiques et culturels de prendre le pouls des militants et sympathisants.

Première constatation : les militants, en répondant en masse, ont en quelque sorte justifié un certain durcissement dans le ton des interventions de la majeure partie des orateurs. Ainsi, Per Denez, prenant la parole au nom de Kuzul ar Brezhoneg, s'est écrié : « A Paris, on pense que nous sommes morts et que le breton ne s'entend plus que sur minicassettes... Paris a néanmoins trois cents ans de retard sur les autres pays d'Europe. Il faut lutter pour Diwan et pour obtenir le DEUG de breton, mais il nous faut une victoire immédiate, car la langue bretonne ne peut attendre très longtemps. »

Sus aux médias !

Le président de Diwan, André Lavanant, est lui aussi allé droit au but. « Pour le gouvernement, les deux langues — française et bretonne — sont en concurrence, alors que pour nous elles revêtent la même importance. Quand nous parlons de pédagogie, l'État nous répond par des arguments politiques et idéologiques. Il faut néanmoins garder confiance. »

Mais au milieu de cette grand-messe joyeuse les interventions ont surtout fait la



« fête » aux médias. Emgann et Stourm ar Brezhoneg ont reproché à l'État de « refuser de donner place à la langue bretonne, à la télévision, à la radio et dans les écoles » et réclamé « une chaîne de télé et de radio en breton pour la Bretagne, ainsi que la possibilité d'employer le breton en

toutes occasions dans la vie publique ».

Selon ces deux organisations, le statut de langue officielle permettrait de créer de nombreux emplois. Pour la première fois sans doute dans ce type de rassemblement, ce thème du chômage a été sous-jacent, ce qui explique

peut-être la présence de nombreux élus venus de toute la région mais aussi de toutes les instances politiques, avec en quelque sorte un message induit, sous forme d'appel, à l'adresse des pouvoirs publics : « Se sentant lâchée, la Bretagne ne compte plus que sur ses propres forces. »

R. G.

OF pajennou diabarzh

« Brezhoneg yezh ofisiel »

Carhaix, capitale pendant deux jours de la langue bretonne



Le groupe Iledao a été le premier à monter sur scène dimanche, pour un marathon de discours et de chansons qui a pris fin en début de soirée.



1000 personnes au fest-noz, 3000 le dimanche : Carhaix a été pendant tout ce week-end, la capitale de la langue bretonne, à l'occasion d'une fête ayant pour thème : « Brezhoneg yezh ofisiel » (Breton langue officielle).

Cela faisait bien longtemps que l'on n'avait connu ce genre de rassemblement. Un regroupement massif aux allures de retrouvailles pour un mouvement culturel breton, un peu éteint depuis quelques années. Les Halles de la ville se sont même avérées trop étroites pour accueillir la foule des spectateurs et des militants. Beaucoup de discours et d'interventions, parmi lesquelles celles des représentants de Diwan et de Per Denez, pour ne citer qu'elles :

mais aussi beaucoup de musique. Après des vieux combattants de la cause, comme Glenmor ou Servat, des formations nouvelles : les groupes « Réve de gosse » ou « E.V. », qui en jouant du rock, ont apporté une certaine modernité. A l'extérieur des halles, les visiteurs ont pu découvrir des stands et des expositions proposés par la plupart des mouvements politiques ou culturels bretons, mais également d'autres minorités, comme les Basques notamment. A signaler la présence de nombreux élus, de toutes tendances d'ailleurs.

Un coup de chapeau en passant au Centre culturel breton de Carhaix, dont les membres ont prouvé leur dynamisme, en effectuant un travail assez colossal durant ces deux jours.



Diwan : un pas vers le gouvernement

La Bretagne à Paris
3 avril 1987

Lors de son assemblée générale dimanche à Trégionou (Nord-Finistère), Diwan a décidé de faire un nouveau pas en avant vers le gouvernement. En acceptant l'intégration du français en cours préparatoire, cette association espère qu'on lui accordera en contrepartie la signature du contrat simple, la seule solution pour survivre.

Les lettres de licenciement devraient tomber à la mi-avril, la dette de l'URSSAF approche les deux millions de francs... Pour continuer à

fonctionner, Diwan devait trouver rapidement une solution. Dimanche, à contre-cœur, l'association a décidé de demander à l'Etat la signature d'un contrat simple, une étape car elle rêve d'intégration. Dès cette semaine, les dix-sept écoles actuellement gérées par Diwan expédieront leur dossier aux préfetures.

Dans un souci d'ouverture, l'association a accepté que le français puisse être dorénavant enseigné dès la classe préparatoire. Un effort pour le président André Lavanant qui, il y a huit jours, disait encore : « Le changement de la méthode pédagogique appliquée depuis dix ans n'est

pas négociable. » Pour lui, le breton devait être langue unique dans les petites classes. « Il faut d'abord rattraper le retard pour emmener plus tard les enfants au bilinguisme. En CP ils doivent apprendre à lire, à écrire et à compter dans la langue minoritaire. Ce n'est qu'après que le français peut devenir une langue véhiculaire pour apprendre les autres matières. »

La crainte des enseignants est que l'Etat exige une augmentation trop importante des heures de français. Diwan est prête à négocier. Pour cela, elle a demandé une réunion tripartite dans laquelle on trou-

verait des représentants du ministère, des élus de la région et, bien sûr, Diwan. Dès jeudi, les représentants de cette association rencontreront le recteur.

Diwan est aujourd'hui à un tournant. Se saborder en refusant trop de concessions ou perdre son identité en allant trop loin dans la réforme... Le 11 avril, on fêtera à Ploudalmézeau le dixième anniversaire de la première école « Diwan ». Beaucoup de monde espère que d'ici là on aura trouvé une solution de compromis.

Daniel SEITÉ.

Finistère

Ploudalmézeau

Dix bougies pour Diwan

La Bretagne à Paris
17 avril 1987

BREST. — La période n'est pas euphorique, pourtant Diwan a voulu fêter, avec un certain faste, le dixième anniversaire de l'ouverture de sa première école à Ploudalmézeau. Avec un char portant les dix bougies, les enfants ont défilé dans la ville. Deux fest-noz ont permis un grand rassemblement de ceux qui depuis un bon moment œuvrent pour le bilinguisme et la défense d'une culture. Glenmor et Gilles Servat, hier après-midi à Plouguin sont venus apporter leur caution à cette école qui se bat pour que la langue bretonne ait droit de cité.

La première école de Diwan s'est ouverte à Ploudalmézeau, un peu par hasard. Simplement parce qu'un groupe d'instituteurs, de pêcheurs et d'agriculteurs du coin ont voulu que leurs enfants apprennent le breton. Pas de pédagogie particulière au départ, mais le refus de laisser mourir une langue.

L'innovation est venue que plus tard, apprendre, dans les petites classes, les différentes matières en breton pour rattraper le retard dans la langue minoritaire. Un projet difficile à atteindre comme l'explique Christine Jégou, institutrice à l'école de Ploudalmézeau. « Depuis dix ans, nous n'avons jamais connu le calme. Nous avons dû lutter pour notre reconnaissance par l'Etat et pour notre prise en charge. Pour boucler nos fins de mois, nous avons été obligés d'organiser régulièrement des fêtes. » Un projet qui aujourd'hui encore, a du mal à passer. Diwan a fait un effort en demandant un contrat simple et en acceptant

certaines contraintes, notamment l'intégration du français dans les petites classes. Un effort qui, selon « les instits » n'a pas été jugé suffisant par René Monory. Alors que l'on pensait que les problèmes allaient se résoudre, André Lavanant, président de l'association, parlait samedi encore d'expédier les lettres de licenciement aux instituteurs.

Une sixième en septembre

Pourtant, parents d'élèves et instituteurs restent optimistes. Samedi, dans la petite école à travers une exposition, ils ont mis à plat le travail déjà fait. Ils ont souligné une nouvelle fois l'importance du bilinguisme qui vise « à établir une connaissance équilibrée entre le breton et le français. » Un atout pour apprendre d'autres langues à partir de la sixième. Le secondaire est d'ailleurs l'objectif de Diwan qui n'est pas décidé à baisser les bras. Dès



septembre, cette association pourrait ouvrir une classe de sixième à Brest. Pousée par les élèves, comme le souligne Kristina Jégou, « ils ont envie de parler en breton dans le secondaire, d'enrichir leur vocabulaire, de découvrir les écrivains et les poètes qui, faute de diffusion de

leurs œuvres, ne sont pas connus ». Pour l'institutrice, enseigner dans les deux langues ne pose pas de problèmes : « Il sera possible d'alterner l'histoire, les maths, les sciences, dans une langue ou dans l'autre. »

Ce week-end, on a fait la fête à

Ploudalmézeau et dans les environs.

Des amis sont venus de toute la Bretagne. Cependant, les véritables festivités du dixième anniversaire de l'association auront lieu l'année prochaine.

Daniel SEITÉ.

MORE INFORMATION...

Some recent reports on the Breton language and its situation:

Pierre Bernard. "Dossier: Les chances culturelles en Bretagne"
Ar Falz 57, Winter 1987, pp. 11-50.

This is an excellent report tying the Breton work to defend language and culture to other areas of Europe. This 40-page report includes an analysis of past and present political factors in France which have affected Breton. An index includes addresses for 42 language, cultural and educational organizations in Brittany, as well as a basic bibliography including over 200 citations.

Le Peuple Breton. "Dossier bilinguisme" Le Peuple Breton 279.
mars 1987, pp. 6-10.

Le Peuple Breton is a publication of the Union Démocratique Bretonne, a Breton political party which has seen better times, but which continues to publish an excellent magazine. This issue includes several good articles on bilingualism and its application in Brittany.

Diwan. "Dossier: Diwan, février 1987"

Diwan has put together a 25-page, unpublished, collection of background information detailing Diwan's relation to the French educational system, outlining philosophies and aims of education, and presenting events of the last six months.

U.S. ICDBL. "Diwan: Breton-Language Schools" Publication IX of
the ICDBL.

The U.S. branch of the International Committee for the Defense of the Breton Language has put together a 28-page collection of basic information on Diwan, including press clippings through August 1986 and an English translation of Diwan's own presentation of their schools. (available from the U.S. ICDBL for \$3).

* * * * *

Breton Teachers in Exile

One technique used by the French government to discourage the development of Breton classes in public schools is to make sure teachers capable of teaching Breton are not available. Although teachers can request jobs in specific areas of France, the French Ministry of Education has the ultimate power of assignment. Thus, Breton teachers are often assigned jobs outside of Brittany to teach their major subject area. (Remember, even those now getting a C.A.P.E.S. in Breton must also have a second teaching specialty, so that their training in Breton teaching may have no relevance in their job location). Sadly, some of the most talented young teachers who could be used to teach Breton classes find that they are given a job where there is no demand for Breton. Their teaching skills for Breton are wasted, despite the fact that there are thousands of young people in Brittany who want to learn Breton but have no chance to do so since there is no teacher in their school able to teach it. One does not like to think that the Ministry of Education consciously tries to send all Breton teachers outside of Brittany, but certainly no attempt is made to place them in areas where their Breton language skills are in high demand.

The Breton community settled in Paris has worked to establish Breton language classes and has been successful in this effort despite resistance from educational authorities. But, this community, too, has the problem of establishing classes only to see its teacher exiled to some other part of France. A recent case has come up which could use the support of ICDBL members. Marcel Texier, active with the ICDBL in Paris writes:

...I would like to ask for help on behalf of Serge Richard who has been teaching Breton in the "Académie de Versailles" for four years and is being sent, as of next year, to Lille, notwithstanding the fact that he had been promised a full Breton teaching post here. What the Ministry of Education obviously aims at is the disruption of Breton classes in the Versailles area where the demand is strong. It will cause him also considerable inconvenience. It would certainly help if members of the U.S. Branch of the ICDBL wrote to:

Monsieur le Ministre de l'Education Nationale
110, rue de Grenelle
75007 Paris

with copies to: M. Légoutière, Directeur Langues
Régionales
M. Vinciguerra, Cabinet du Ministre

and

Monsieur M. Rollin, Recteur
Rectorat de Versailles
Esplanade Gd. Siècle
78000 Versailles

Send a copy of any correspondence to Serge Richard (10, rue Poincaré, 75020 Paris). Serge has also been very active in Breton language radio in Paris with the station "Radio-Pays" so his absence will be felt.

BRETON AND RADIO

In Bro Nevez No. 22 (February 1987) we reported that the executives of FR3 in Paris had decided to reduce Breton language programming by one-half hour. In fact, this is not quite correct. The Breton language program "Chadenn ar Vro" will in fact be split up and moved to new times. Instead of airing from 1:00 to 2:30 Sunday afternoon, it will be aired 7:00 to 7:30 Saturday evening and 11:30 am to 12:30 pm on Sunday. The segment to be aired on Saturday evening will, however, not be seen in the Breton department of Loire-Atlantique (a department the French state has administratively cut off of Brittany to put in a region called "Pays de la Loire") since it conflicts with a program planned by FR3-Pays de la Loire. Thus, one million Bretons in this department will be deprived of nearly one-fourth of the Breton language programming formerly available to them.

The shift in programming hours and breakup of the one and one-half hour block of Chadenn ar Vro has been protested with near-unanimity by Breton cultural organizations as well as the FR3 staff in Brittany who were given no say in the matter. Although this programming change may not appear to be drastic to us here in the U.S. it is one more case where decision-makers in Paris have shuffled Breton language programming to less desirable time slots without any thought to viewers or their own regionally-based personnel who are supposed to be in charge of such programming. For Breton speakers who had become loyal viewers of Chadenn ar Vro this is one more attack from Paris on the tiny place Breton has been able to win within the media.

Chadenn ar vro La Bretagne à Paris 17 avr. 1987.

Le nouvel horaire de l'émission en breton fait des vagues

L'émission en langue bretonne « Chadenn ar vro » (la chaîne du pays) était présentée chaque dimanche de 13 h à 14 h 30 sur FR3. La direction de la chaîne a décidé d'avancer toutes les émissions en langue régionale, pour faire place au forum de radio Monte-Carlo. A partir de cette semaine « Chadenn ar vro » sera diffusé en deux parties : samedi de 18 h à 18 h 30, dimanche à 11 h 30.

Cette décision provoque protestations, démarches, non seulement de la part des animateurs de l'émission et des syndicats de personnel de FR3 Bretagne, appellent à cesser le travail samedi de 10 h à 20 h, mais aussi des élus bretonnants qui viendront manifester à Rennes, des militants de la culture bretonne, des enseignants et des téléspectateurs bretonnants.

« Depuis 1983, cette émission est un rendez-vous pour les bretonnants » souligne Youenn Gwernig, responsable des émissions en breton de FR3. L'indice d'écoute n'atteint, évidemment, pas celui d'émissions de variétés ou de sports. Mais 300 à 400 personnes participent, chaque semaine, au concours organisé à cette occasion.



Youenn Gwernig

L'émission n'est pas supprimée : « Mais c'est à prendre ou à laisser » constate Youenn Gwernig qui, si le changement ne peut être évité, préférerait 12 h-13 h plus une demi-heure le samedi.

L'association des maires et élus bretonnants (siège social

mairie de Cavan, 22140 Bégard) exprime, de son côté, « sa plus vive inquiétude » affirme son attachement au créneau horaire du dimanche entre midi et 14 h 30.

Les enseignants de breton estiment : « L'unique émission de télévision en langue bretonne avait sans doute trop de succès ; on la tronçonne et on la déplace ».

Les syndicats CFTD et CGT des personnels de FR3 expriment leurs inquiétudes sur la qualité du service public et pour l'emploi.

L'émission « Chadenn ar vro » ne pourra donc pas être enregistrée samedi prochain. Néanmoins la direction de la chaîne publiera « quelque chose » dimanche prochain de 11 h 30 à 12 h 30.

G. B.

Breton and Newspapers

Lois Kuter

A major factor blocking the development of Breton language programming in major media of Brittany is the negative attitude of those who are in a position to include more Breton.

A recent example has come to my attention which reflects the sad ignorance one can find in newspaper journalism (although, one can certainly find some excellent journalists who report on Brittany and the Breton culture). In February the Association of Breton Speakers of the Nantes area (Strollad Brezhonegerien Bro-Naoned/l'Association des Bretonnants de Loire-Atlantique) sent a short press release to the newspaper Ouest France to announce a talk to be held on Afghanistan by a Breton speaker (Hervé Frangeul) who had spent two months there. The press release began with four lines in Breton, switching to French for an additional twelve lines to detail the event. The talk was to give a unique first-hand view of the situation in Afghanistan. It was to be given in Breton...no problem for the many Breton speakers who live in the Nantes area. *Quest*

Ouest France has printed notes in Portuguese or Spanish for the benefit of emigrants living in Brittany, and Breton has appeared as a special feature in Ouest France on a regular basis. However, for some reason this press release was ignored. After the talk was over, a short note entitled "Kenavo Afghanistan" was printed. The journalist joked about how he did not know Breton and thus did not read far enough to learn that the note was a press release (oddly enough, the fact that it was a press release was printed plainly--in French--at the top of the page). A weak apology is offered and the journalist notes that the talk would have been interesting... "on the condition that one could understand it" since it was given in Breton. He jokingly adds that using Breton must have been done to fool Russian spys.

One could forgive an oversight or sloppiness on the journalist's part which might account for a press release not getting printed, but the "apology" note had a clear derisive tone to it as if to say that it was not the journalist's fault that he ignored the note--it's the fault of people who would do something so strange as to give a public talk in Breton. The assumption is that no one would be interested in going to such a talk--thus, it is not serious to ignore press releases in Breton (or with a few opening lines in Breton) that announce a Breton language event.

This incident is perhaps just a minor one, but it is a sad reflection of wider attitudes in the media profession where those with the power to use Breton language material ignore it or even belittle it--assuming that it has no interest for the Breton population.

* * * * *

IN EUROPE

In the past few decades linguistic and cultural minorities of Europe have met to exchange ideas and coordinate action to protect their unique heritages.

The Federal Union of European Nationalities presented the following resolution to European states which have signed the Helsinki Agreements.

Union Fédéraliste des Communautés Ethniques Européennes (UFCE)

Federal Union of European Nationalities (FUEN)
Föderalistische Union Europäischer Volksgruppen (FUEV)

Le Secrétaire Général - The Secretary General - Der Generalsekretär

Hans Ronald Jørgensen
Norderstr. 74
D-2390 Flensburg
Tel. +49-461 12855

Flensburg, 29th October 1986
Ref. no.: OM

COPIE

Your Excellency,

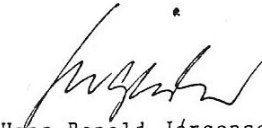
In the following I have the honour to present to you a resolution, unanimously adopted by the FUEN's Executive Committee at its session in Klagenfurt 24th to 26th October 1986, to be addressed to the Signatory States of the Conference on Security and Co-operation in Europe.

"The Federal Union of European Nationalities, meeting in Klagenfurt 24th to 26th October 1986,

- convinced that an adequate protection of ethnic groups and linguistic minorities is an important element to safeguard peace and mutual understanding in Europe,
- acknowledging the principle on the rights of minorities and regional cultures established by the Final Act,
- welcoming the renewed pledge of the Signatory States in Madrid to continue working for effective guarantees for the rights of minorities,
- however, being aware of the fact that only limited results have been achieved up to now,
- therefore presents to the Signatory States of the Helsinki Act the following demands:
 1. that an international expert group be instructed to draft a comprehensive comparative report on the legal position, actual situation and possible actions for the ethnic, linguistic and national minorities in the Signatory States,
 2. to convene a specific follow-up forum on ethnic minorities to discuss this report and elaborate a global approach to a European minority policy."

Yours faithfully,

(Signed) Pierre Lemoine
President


Hans Ronald Jørgensen
Secretary General

Should English become the official language of the U.S.?

Lois Kuter

THE ENGLISH ONLY AMENDMENT

For several years an effort has been underway to make English the official language of the United States. This effort is not simply a patriotic push to honor the language all Americans share, but a drive to eliminate any other language from being used as the native language of any Americans. The organization called U.S. English has attempted to introduce a constitutional amendment making English the only official language of the U.S. Their justifications for this effort sound very much like those that Parisian officials have used to suppress Breton and other non-French or non-standard French languages in France. Former Senator S. I. Hayakawa of California who launched U.S. English in the last year of his public office (1982-1983), writes the following in a letter that has been sent to millions of homes in the U.S. (U.S. English seems to have plenty of funding):

"During the six years that I served as a United States Senator, I realized that our country was heading towards a crisis that no one seemed willing to address. We have unwisely embarked upon a policy of so-called "bilingualism," putting foreign languages in competition with our own.

English has long been the main unifying force of the American people. But now prolonged bilingual education in public schools and multilingual ballots threaten to divide us along language lines...."

The constitutional amendment to make English the only official language of the U.S. was introduced in the 98th Congress by Senator Walter Huddleston of Kentucky and Senate Subcommittee hearings were held on it in June 1984. Senator Huddleston was not reelected in November 1984, so the amendment was introduced again in January 1985 by Congressman Norman Shumway of California. It reads as follows:

99th Congress
1st Session

H.J. Res. 96

Joint Resolution proposing an amendment to the Constitution of the United States establishing English as the official language of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), that the following article is proposed as an amendment to the Constitution of the United States, which shall be valid as a part of the Constitution if ratified by the legislatures of three fourths of the several states:

English ... continued

Article -

Section 1. The English language shall be the official language of the United States.

Section 2. Neither the United States nor any State shall require, by law, ordinance, regulation, order, decree, program, or policy, the use in the United States of any language other than English.

Section 3. This article shall not prohibit any law, ordinance, regulation, order, decree, program, or policy, requiring educational instruction in a language other than English for the purpose of making students who use a language other than English proficient in English.

Section 4. The Congress and the States may enforce this article by appropriate legislation.

THE CULTURAL RIGHTS AMENDMENT

The Federation of American Cultural and Language Communities (FACLC) views the drive by U.S. English as the encouragement of monolingualism and cultural uniformity. The adoption of the English only amendment would allow for the use of languages other than English in the schools only as a means of teaching children English as quickly as possible. Bilingual education is viewed by U.S. English proponents as the work of "special interest groups pressing for language separatism". Those active in FACLC do not feel that multilingualism is a threat to U.S. security--cultural uniformity will not make the U.S. stronger.

FACLC has worked in the past few years to introduce legislation to counter the "English only" amendment. The "Cultural rights amendment" was formally introduced into the U.S. Senate on April 9, 1987, by Senator John Breaux (as Senate Joint Resolution 114) and to the House of Representatives on April 7, 1987, by Congressman Jimmy Hayes (Joint Resolution 232). The amendment reads as follows:

100th Congress
1st Session

S.J. Res. 114

Joint Resolution to propose an amendment to the Constitution of the United States to protect the cultural rights of all Americans.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the following article is proposed as an amendment to the Constitution of the United States, which shall be valid as part of the Constitution if ratified by the legislatures of three-fourths of the several States within seven years after the date of its submission:

Article

Section 1. The right of the people to preserve, foster, and promote their respective historic, linguistic, and cultural origins is recognized. No person shall be denied the equal protection of the laws because of culture or language.

Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

It is not accidental that Senator Breaux and Representative Hayes who introduced the Cultural Rights Amendment are both from Louisiana. The comments of Senator Breaux (very similar to those of Representative Hayes) express the spirit of the Cultural Rights Amendment.

Introduction of the Cultural Rights Amendment to the Senate

...America is great because of its cultural diversity. In every city of America one can find in the language, music, food, and architecture, cultural heritage which has originated in other lands.

The blood, sweat and tears of hard working immigrants helped to build America. Today that influence is tightly woven into the fabric that gives America its cultural diversity. If we are to understand and appreciate the future we must preserve our past.

I am proud of my cultural background. Many of my colleagues in the House and Senate are descendants of immigrants of varied cultural origins. I am sure that they, too, are proud of their heritage and would like to preserve its greatness. It is for that reason, as well as others, that I am introducing the cultural rights amendment.

In Louisiana, we have made an attempt to protect our cultural heritage. The Louisiana Constitution prohibits discrimination on the basis of culture (article I, section 3.) and recognizes "the right of the people to preserve, foster, and promote their respective historic, linguistic and cultural origins" (article XII, section 4).

Louisianians are proud of their linguistic and cultural heritage. Today, the food and music indigenous to Louisiana are popular throughout the country and abroad. Louisiana artists exhibit their works around the world, enriching us all. I offer this amendment because Louisianians have a deep respect for the dignity of all cultural groups.

America prides itself on its efforts to recognize, enforce, and guarantee the principles of domestic freedom and democracy. America has become a model nation for expanding the ideals of freedom and democracy throughout the world. Thus, we must continue to seek ways to expand the freedom of choice. The first amendment insured freedom of religion and speech.

English ... continued

The 14th amendment prohibited race discrimination and great men like Dr. Martin Luther King, Jr. died in an effort to prohibit racial discrimination. The work of great women like Susan B. Anthony has led to laws prohibiting discrimination on the basis of sex. It is now time for our country to follow the lead of my State and other States and move toward greater freedom in the area of culture and language.

If America is going to remain a leader committed to the principle of freedom and cognizant of cultural pluralism, we must not foreclose the opportunity for linguistic and cultural development. Moreover, we cannot lead if we suppress the expression of our languages and cultures. Americans of African culture, Chinese culture, French culture, German culture, native American culture and our many other cultures are vital to our continued understanding of the world, and also, a critical link to our participation in international affairs.

Many Louisianians are concerned about the concept of an English only amendment. The cultural rights amendment submitted here today is offered as an alternative to an English only amendment. Therefore, the question of which amendment is in America's best interest will be debated and decided in the great American tradition. I call on my colleagues to give the bill their consideration and support.

Senator John Breaux

Readers of Bro Nevez who feel that the Cultural Rights Amendment is an important alternative to the monolingual and monocultural perspective of the English Only amendment are urged to contact your Senators and Congressmen to urge them to co-sponsor the amendment.

* * * * *

Ceannródaíocht Cheilteach

Celtic Pioneering

by Mícheál Mac Aonghusa
translated by C. B. Ó Cuinn
from: Anois, May 3, 1987

An Irish-Breton dictionary was launched in Dublin last Thursday. It is the combined work of Loeiz Andouard and Eamon Ó Cíosáin and Hor Yezh (tr. "Our Language"), published with help from the European Bureau for Lesser Used Languages and the European Economic Community (EEC).

Dónall Ó Riagáin, General Secretary of the Bureau, welcomed the publication. He had confidence that Máire Geoghagan Quinn, the Minister of State who deals with the EEC, would stress the role of Ireland in the protection and advancement of the "lesser-used languages" in the EEC.

Andouard

Loeiz Andouard (1904-1985) was a ship captain who learned Irish in the twenties.* He began the dictionary in 1937. He also translated into Breton many Irish writings: stories by Pearse, poems by Séan Ó Riordáin and half of Amhráin Ghrá Chúige Chonnacht.

Two translations from modern Irish poetry have been published by Eamon Ó Cíosáin, one in Breton and one in French. Ó Cíosáin is teaching at the University of Roazhon (Rennes),

There are already two books for learners who wish to learn Irish through Breton. There is a published Welsh-Breton dictionary.

* See Bro Nevez 22, February 1987 for a longer article on Loeiz Andouard and his Irish connections by Eamon Ó Cíosáin (also translated by C. B. Ó Cuinn).

* * * * *

Breizh America

The formation of a new organization called "Breizh America" was announced this spring. Formed as a non-profit organization, this group has the following aims:

- aid to Bretons returning to Brittany from America
- creation of links to those who still live in the U.S.
- cultural and professional exchanges between Brittany and North America.

Activities will include a monthly newsletter, meetings and conferences, the organization of trips, and a treasury to aid those in need. Breizh America's newsletter will be distributed in Brittany and the U.S. and will have a large part reserved for news of economic interest:

- job announcements
- sales and purchases of businesses and real estate
- opportunities for children and young people to visit the U.S. and stay with families.

One-week trips will be arranged by Breizh America in collaboration with Air France and Pan American Airlines.

Membership in Breizh America (which entitles one to the newsletter) is available for \$20 ("membre sympathisant"), \$40 ("membre actif") or more--\$80 and up ("membre bienfaiteur"). Membership requests or inquiries should be addressed to:

Jean Dagorn
President, Breizh America
Restaurant "Le Rancho"
Route de Conquet
29263 Locmaria Plouzané
France

Bretagne Transamerica

Another organization to link Bretons in Brittany with emigrants in the U.S. is described in a recent article in La Bretagne à Paris (15 mai 1987). "Bretagne Transamerica" has created links via the radio, linking Radio Montagnes Noire of Gourin with a New York transmission (no details given on the American radio program, unfortunately). This type of exchange is not new since Radio Montagne Noire has in the past covered events of the New York Breton community--most notably, the 30th anniversary celebration of Le Stade Breton in 1986 which also attracted some television cameras from FR3.

Each summer Bretons of New York travel back to Brittany to renew ties to their country of origin. The travel back and forth between New York and the Montagnes Noires (Menez Du of central western Brittany) has been so regular that up to this year Air-France had an office in the village of Roudouallec just to serve this business. The radio links will strengthen the ties Bretons have kept with friends and family on opposite sides of the Atlantic. This summer some special events will celebrate the Breton-American link. During the week of July 11-18 Gourin will welcome returning "Americans" with a week of events.

Brittany and Tourism

Although it is a risky business and one that lasts only for a few months of the year, tourism is an important "industry" in Brittany. When developed in an exploitative manner tourism can bring very little benefit to tourists and a host country--hordes arrive and leave like swarms of insects. But, when developed in a sane and interesting manner tourism can be a very positive experience.

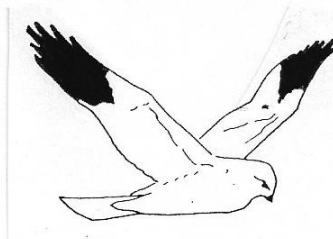
I read a short note about an organization in Brittany which seemed to be developing the type of tourism that allowed intelligent and curious visitors the maximum pleasure of a stay. It also seemed to give Bretons the maximum opportunity to interact with guests instead of "tourists". Kerlann Tourisme is based in central western Brittany in the village of Plounéour-Menez--near Huelgoat for those who have some familiarity with Breton geography. I wrote to Kerlann Tourisme for more information and got a long letter in response which explained the aim of their work as follows (my translation):

Our aim is to allow for the discovery of interior Brittany, so rich in heritage, and to integrate vacationers into the everyday life of Bretons. Learn the past (art and history/traditional storytelling/traditional music), live the present (sea fishing/crêpe and jam making/nocturnal excursions) and discover the future (visits to businesses).

Tourists set up a program including various activities where their host is an expert from the area. Thus, one goes on a nature expedition with a trained naturalist, or one goes out to sea with a fisherman who does this every day for his living. You can learn about Breton music by visiting a musician and going to a village dance where traditional music is still very much alive. Or, you can go to the home of a grandmother to share in the experience of making crepes and jam. The people who share their country with you are experts--participants in Breton culture. Because activities involve very small groups there is a one-to-one exchange possible between you and your guides. The experience has the maximum potential to be pleasurable and interesting to both guests and hosts.

I would be happy to send information (in French and English) to anyone who might want to know more about this travel opportunity, or you can write directly to:

Kerlann Tourisme
Moulin de la Chaussée
29223 Plounéour-Menez
Brittany
telephone: 98.78.08.37



SOME NOTES

U.S. ICDBL Members speak out on the Breton language and culture...

ICDBL members on both coasts of the United States presented lectures on Breton language and culture at two conferences this spring.

The Ninth Annual University of California Celtic Studies Conference was held April 10-12 at the University of California, Berkeley. A Sunday morning session was devoted to Brittany, including papers by U.S. ICDBL President, Lenora Timm ("With Taste and Courage: Lisette's Story"), René Galand--better known to us as Reun ar C'halan--who traveled from Wellesley College, Massachusetts, for the conference ("Meven Mordiern's Celtic Ideology"), and John S. Hennessey ("The Quantity System in Breton at Kerauzerne, Ploubezre, Côtes-du-Nord").

The American Branch of the Celtic League held its annual Pan-Celtic Conference, May 3, 1987 in New York. ICDBL member Liam O Caiside, the Manx Chairman for the Celtic League American Branch, was the organizer of the conference. Stephen Paul DeVillo spoke on the Cornish uprisings of 1497, Alexei Kondratiev was part of a panel on Celtic spirituality, and Lois Kuter gave a talk on Celtic wrestling.

Lois Kuter has been invited to give a paper at the 8th Annual Mystic Seaport Maritime Music Festival in Mystic, Connecticut, on June 12. Entitled "Tradition and Innovation in Maritime Music in Brittany", her 40-minute lecture with recorded music will present contemporary research and performance of Breton maritime music, focusing in particular on the work of Le Chasse-Marée. Hopefully, this brief introduction to Breton music will be a first step towards the participation of Breton musicians and scholars in American maritime festivals and conferences.

* * * * *

The Financial Summary of the U.S. ICDBL

Readers may have noted a rather strange financial report in the February newsletter. The strong negative balance of accounts was due to poor proofreading on my part so that negative signs (-) were not transformed into plus signs (+). At the end of 1986 we had in fact a positive balance of \$486.83.

Our financial condition is still not good. Membership is down from last year and your efforts are needed to recruit a larger membership. Please help in any way you can or we will only be able to publish three newsletters instead of four this year.

We gratefully acknowledge a \$100 contribution from the Brussels office of the ICDBL who continue to support our work and encourage us to keep moving ahead with it.

* * * * *

Next Issue....

Some of the regular features of Bro Nevez will once again appear in the August newsletter...recipes, "Legendary Brittany", book and record reviews, and a Breton language column. Contributions from readers are always welcome. The deadline for submissions for the August Newsletter is July 20, 1987.

International Committee for the Defense of the Breton Language

THE U.S. BRANCH OF THE ICDBL

The U.S. Branch of the ICDBL is a non-profit educational organization, exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. All contributions to the U.S. ICDBL, including membership dues and subscription to Bro Nevez are tax deductible.

OFFICERS: Lenora A. Timm, President
Lois Kuter, Secretary-Treasurer
General Editor, Bro Nevez

BOARD OF DIRECTORS:

Christine Renee C. Forster
Reun ar C'halan
James W. Kerr
Dennis King
Alastair B. Kyle
Nathalie Novik

With the primary aim of promoting education in and about the Breton language, the U.S. ICDBL has initiated the following activities: a bibliography project, the development of a series of "working papers" and informational publication, work to make Breton books and journals better known and more accessible in the U.S., and participation in festivals and conferences. The U.S. ICDBL serves as a clearinghouse for information relating specifically to the Breton language and culture and more generally to Breton society and history.

MEMBERSHIP

Members of the U.S. ICDBL receive the newsletter for the year of their membership. Two membership categories exist:

Voting Members have the right to cast one vote for their membership on all issues brought to vote. Groups of several individuals may hold a membership in common.
Dues: \$10 per year.

Non-Voting Members have no voting rights, but are welcome and encouraged to be active in all ICDBL activities. This category is primarily for those who would like to show support, but do not want decision-making responsibilities.
Dues: \$9 per year.

Those wishing to join the U.S. ICDBL are invited to contact the Branch Secretary:

LOIS KUTER
605 MONTGOMERY ROAD
AMBLER, PA 19002

Persons living outside the U.S. are urged to join ICDBL branches existant in their location. A list is available upon request.

NEWSLETTER OF THE U.S. ICDBL - BRO NEVEZ

Published quarterly (February, May, August, and November) this 30-40 page newsletter is designed to inform readers in the U.S. and elsewhere about the Breton language and culture, and the work of Bretons to support them. The aim of the newsletter is to be both a source of and a guide to information about the Breton language and culture.

SUBSCRIPTION

Includes 4 numbers yearly. Subscription rates are \$8.00 for the U.S. and Canada; \$12 overseas (surface mail); \$15 overseas (airmail). Note: Subscription is included in membership dues.

Back issues of the newsletter are available for \$2 per number (\$4 per double issue; 50¢ for Newsletter Number 1).

ADVERTISING IN BRO NEVEZ

Advertising in Bro Nevez not only makes you better known to our 300 to 350 readers, but helps us to finance an upgrade in duplication processes.

Rates: 1/2 page = \$30 for 1st insertion.
1/4 page = \$20 for 1st insertion.
1/8 page = \$10 for 1st insertion.

Note that rates go down with repetition of ads. Write for details.

ICDBL members receive a 20% discount on prices; newsletter subscribers receive a 10% discount.

Classified Ads:

2 lines (1/2 page column) \$1.00; 50¢ for each repeat.
3 lines - \$2.00 first time; \$1.00 each repeat.
4 lines - \$3.00 first time; \$2.00 each repeat.
more lines - see advertising rates above.

Deadlines: January 20th for February issue.
April 20th for May issue.
July 20th for August issue.
October 20th for November issue.

All advertising must be camera-ready copy; classified ads should be typed if possible. A check or money order (made out to "Lois Kuter/ICDBL") must accompany the advertisement or classified ad.

For information on advertising, subscriptions, back issues, etc., contact:

LOIS KUTER
605 MONTGOMERY ROAD
AMBLER, PA 19002

Name: _____

Address: _____

____ I would like to join the U.S. ICDBL:
Circle one: Voting Member (\$10/year)
Non-Voting Member (\$9/year)

____ I would like to subscribe to Bro Nevez.
(Note: subscription included in membership dues)

Enclosed is \$8 U.S. Canada
\$12 Overseas Surface Mail
\$15 Overseas Airmail

BRO NEVEZ

NEWSLETTER OF THE U.S. ICDBL

May 1987

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Bro Nevez

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